DOCUMENT RESUME

ED 113 279 SO 008 686

TITLE	Educational Research in the Netherlands, September 1970-September 1972.
INSTITUTION	Netherlands Foundation for Educational Research, The Hague.
PUB DATE	Jan 74
NOTE	173p.; Council of Europe Survey (3rd)
EDRS PRICE	MF-$0.76 HC-$8.24 Plus Postage
DESCRIPTORS	Comparative Education; *Educational Programs; *Educational Research; Elementary Secondary Education; *Higher Education; Information Dissemination; *Institutional Research; *Research Projects; Surveys
IDENTIFIERS	*Netherlands

ABSTRACT

The purpose of the document is to promote the exchange of information and the coordination and cooperation of activities in the field of educational research in Europe. This document is the third in a series of surveys, presenting information for September 1970 through September 1972. One-hundred and sixty-three research projects from 63 institutions, organizations, and individuals are reported in the document. Each listing includes the complete title, names of the researchers, status of the project, bibliographic references, background and aims of the research, subdivisions of the research, methods, size, starting date, total costs, and sources of finances. If the research is complete, main findings and implications as well as other information are reported. (Author/JR)

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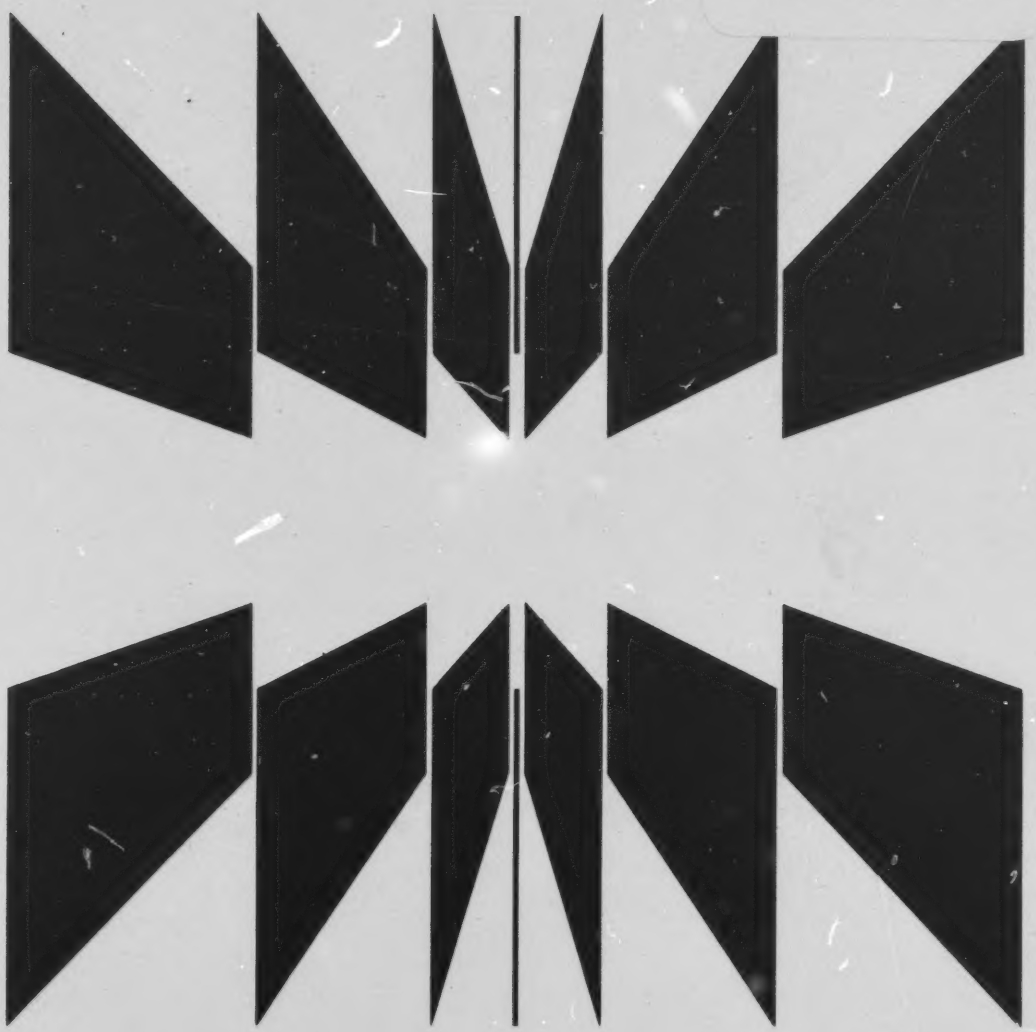

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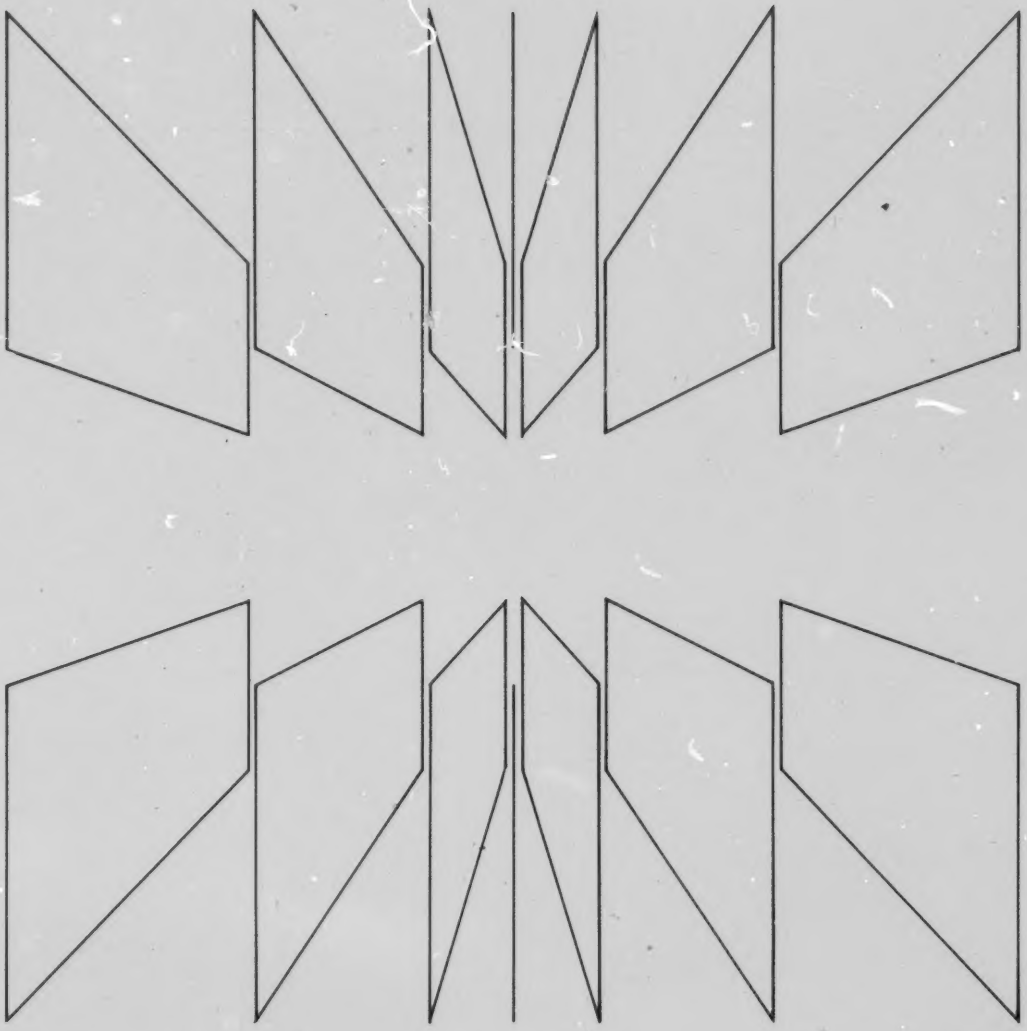

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Introduction

The purpose of the ad hoc Committee for Educational Research, set up in 1968 by the Council for Cultural Co-operation of the Council of Europe, is to promote the exchange of information and the co-ordination and co-operation of activities in the field of educational research in Europe.
Since 1968 biennial surveys are carried out within this framework, regarding the state of affairs of educational research in member-states of the Council.
The results of the first survey were published in 1969; those of the second survey in 1971. The Council of Europe Documentation Centre for Education effectively realised both publications.
The Dutch contribution of the two surveys was organised and co-ordinated by the Netherlands Foundation for Educational Research (S.V.O.).
As from the present volume onwards the organisation as well as the publication of surveys in this context, will be carried out by the responsible organisations in member-countries. In conformity herewith results of the current survey over the period from September 1st, 1970 - September 1st, 1972, are published by the Foundation for Educational Research. For the purpose of international exchange of information the text is translated into English, being one of the two official languages of the Council of Europe.

Drs. C.J.M.H. Souren,
director.

Explanatory note to the survey

In the context of the third Council of Europe Survey concerning educational research during the period from September 1st, 1970 - September 1st, 1972, questionnaires have been sent to 155 research institutes and other institutions to be considered for participation in this project, in the Netherlands.
126 of the respondents replied, 54 of which returned a total of 125 completed forms (122 of these could be processed). From the remaining 72 respondents, 69 reported not to be involved in research meeting the criteria stated, and 3 refused co-operation.
In spite of 2 reminders, 29 of the addressed did not respond at all. The bureau of the Netherlands Foundation for Educational Research finally supplemented the information so far acquired with another 41 research projects on the basis of information from its own files. The projects concerned are in progress in various research institutes and other organisations that are either among the 29 non-respondents mentioned above, or were not included in the questionnaires by respondents due to misunderstandings in the interpretation of the criteria.
This brings the total of research projects included in this volume to a number of 163, executed by 63 institutes, organisations and individuals.
Compared with former surveys, several changes occurred with regard to the participating institutes; these concern particularly non-university institutes. On the other hand, a number of institutes and organisations participating in the survey September 1968 - September 1970 does not figure again in the current survey.
In the following, project review, participating institutes, organisations and individuals are categorised in 4 groups:

1. University research institutes and research institutes affiliated to universities.
2. Other research institutes.
3. Government institutions.
4. Other institutions and individuals.

Institutes and organisations in each category are grouped in alphabetical order according to cities of residence.
Within each institute or organisation mentioned, projects are listed alphabetically according to the name of the principal researcher.
Following each entry, the table of contents gives the total number of research projects in parentheses.
Total enumeration of the data acquired results in the following figures:

Category 1:	45 institutes	123 projects
Category 2:	5 institutes	11 projects
Category 3:	4 institutions	14 projects
Category 4:	8 institutions 1 individual	15 projects
Total :	63 institutes, resp. institutions	163 projects

Indices containing the alphabetical lists of researchers and descriptors *) of the projects described conclude the survey report.

*) As a test-case, the Eudised thesaurus, of wich a first version was recently completed, has been used for the descriptors.

Universiteit van Amsterdam, Fysisch Laboratorium der Keel-, Neus- en Oorheelkundige Kliniek van het Wilhelmina Gasthuis
(University of Amsterdam, Physical Laboratory of Nose, Throat and Ear Surgery Clinic, Wilhelmina Gasthuis)

Eerste Helmerstraat 104,
Amsterdam.

Title of the research:	Onderzoek ten behoeve van de verbetering van ringleidingsystemen in scholen voor slechthorenden. (Research on behalf of the improvement of communication systems in schools for the hard of hearing).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	E. de Boer Physical Laboratory of Nose, Throat and Ear Surgery Clinic Eerste Helmerstraat 104 Amsterdam.
The research is at present:	In progress.
Bibliographic references:	Boer, E. de, C. Kruidenier en K.W. Kortschot: On communication systems in schools for the hard of hearing. Austria, Vol. 19, nr. 3, 1967/68.
Background and aim(s) of the research:	Studying of technical and practical imperfections in the communication-system in schools for the hard of hearing. The aim is to find methods to improve the isolation of the system in vertical direction and evaluation of the technical feasibility of such methods. Moreover research into technical improvement of the current system in terms of efficiency is done.
Sub-divisions of the research:	a. Orientation research; b. purchase and tuning of prototypes; c. testing in the classroom.
Methods:	Measurements.
Size of the research:	Prof. H. Burgerschool in Amsterdam.
Starting date of the research:	October 1970
Total costs of the research:	Dfl. 5.000,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Instituut voor Cognitie-Onderzoek
(University of Amsterdam, Institute for Cognition Research)

Weesperplein 8
Amsterdam.

Title of the research:	Onderzoek aandacht 2-4 jarige kinderen voor audio-visuele verhaaltjes in een crèche-situatie. (Research into the attention span of 2-4 year olds for audio-visual stories in a day-nursery situation).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	G.A. Kohnstamm Prinsengracht 792 Amsterdam.
The research is at present:	In progress.
The findings of the research will be published:	In the form of articles in Nederlands Tijdschrift voor Psychologie and Child Development.
Background and aim(s) of the research:	Determination of the course of attention for audio-visually presented stories in 2-4 year old children, as well as trough which factors this attention can be influenced.
Methods:	– Observations by means of one-way screens; – time sampling method; – tests.
Size of the research:	24 testees were observed during a total of 12 hours.
Main findings of the research and their implications for education:	It does not seem sensible to invite children in this age group to watch audio-visually presented stories, if not, at the same time, is provided for a participating and activating adult.
Number of workers engaged in the research:	2 researchers; 1 student-assistant; 1 trainee.
Starting date of the research: Date of completion:	February 1972. June 1973.
Total costs of the research (incl. personnel):	Dfl. 74.000,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Jan Swammerdam Instituut, Laboratorium voor Psychofysiologie en het Coronel Laboratorium voor Arbeidshygiëne
(University of Amsterdam, Jan Swammerdam Institute, Laboratory for Psycho-physiology and Coronel Laboratory for Labour Hygienics)

Eerste Constantijn Huygensstraat 20
Amsterdam.

Title of research:	De invloed van extra lessen lichamelijke opvoeding op lichamelijke en geestelijke ontwikkeling van 12- en 13-jarige jongens. (The influence of extra instruction in physical education on physical and mental development in 12 and 13 years old boys).

Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	H.C.G. Kemper Jan Swammerdam Institute Eerste Constantijn Huygensstraat 20 Amsterdam.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a report.
Background and aim(s) of the research:	To examine if two extra lessons physical education per week during one year have a demonstrable effect on the physical and mental development of 12 and 13 years old boys in the transitional class of pre-university education and higher general continued education.
Sub-divisions of the research:	– research into physiological effects; – research into psychological effects; – research into methods of observation, and evaluation of physical educational instruction.
Methods:	– Antropometrics; – simple achievement tests; – physical education tests; – questionnaires; – measurement of out of school activities; – X-ray handskeleton; – ergometrics.
Size of the research:	80 testees recruted form one school of the types mentioned, in Amsterdam; 25 physiological variables; 15 psychological variables.
Number of workers engaged in the research:	6 researchers.
Starting date of the research: Date of completion	July 1971. December 1973.
Total costs of the research (incl. personnel):	Dfl. 500.000,--.
Source of finance of the research:	1. Private means of the Institute; 2. Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Kohnstamm-Instituut voor Onderwijsresearch
(University of Amsterdam, Kohnstamm-Institute for Educational Research)

Keizersgracht 73,
Amsterdam.

Title of the research:	Rekenproject basisonderwijs. (Arithmatic project elementary education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	G. Boomsma, Kohnstamm-Institute for Educational Research Keizersgracht 73, Amsterdam.
The research is at present:	In progress.

//

The research has not been carried out according the original plan. The reasons were:	Temporisation due to external circumstances and adaptation to operative views concerning planning and design of projects of this type.
Bibliographic references:	Kohnstamm-instituut voor Onderwijsresearch: Verslag van het literatuu onderzoek. (Report of literature research). Amsterdam, 1969. Interim rapport empirisch onderzoek laatste drie leerjaren. (Interim report research last 3 study years) Amsterdam, 1970.
The findings of the research will be published:	In the form of a dissertation and a teacher manual for arithmatic instruction.
Background and aim(s) of the research:	Starting point: renewed reflection on content, extent and sequence of mathematical learning content and objectives of arithmatic instruction in elementary education. Aim: a. introduction differentiated arithmatic didactics; b. realisation thereof; c. analysis of the arithmatic learning process; d. compilation of a teacher manual for arithmatic instruction.
Sub-divisions of the research:	a. Main research project; b. Compilation of the manual.
Methods:	Literature study; longitudinal and transversal research; obeservation; discussions with teachers; demonstrations; tests.
Size of the research:	4 Pilot-schools and 4 control-schools in Amsterdam (1st up to and including 6th grade, including the delivering kindergartens).
Starting date of the research:	October 1964.
Date of completion:	August 1974.
Total costs of the research (incl. personnel):	1966 Dfl. 49.300,-- 1967 Dfl. 63.900,-- 1968 Dfl. 134.000,-- 1969 Dfl. 149.300,-- (Netherlands Foundation 1970 Dfl. 137.800,-- for Educational Research) 1971 Dfl. 178.900,-- 1972 Dfl. 140.800,--
Source of finance of the research:	a. Till September 1966: Ministry of Education and Sciences; b. From September 1966: Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Kohnstamm-Instituut voor Onderwijsresearch
(University of Amsterdam, Kohnstamm-Institute for Educational Research)

Keizersgracht 73,
Amsterdam.

Title of the research:	Onderzoek naar het effect van het vierjarig lager technisch onderwijs. (Investigation of the effect of the 4-year elementary technical training).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	N. Deen; J.Ch. van Dillen, Pedagogical/didactical Institute for Teacher Training, dept. Counseling and Guidance, State University of Utrecht, Aïdadreef 7, Utrecht.
The research is at present:	Completed.
Bibliographic references:	Experiment tweede algemeen leerjaar in een vierjarige technische school, experiment 1964-1970, eindrapport. (Experiment 2nd general study year in a 4-year elementary technical training school, experiment 1964-1970, final report. De betekenis van een tweede algemeen leerjaar voor een vierjarige lagere technische school. (The significance of a 2nd general study year in a 4-year elementary technical training school). Amsterdam, Kohnstamm-Institute for Educational Research, 1971. 146 p.
Background and aim(s) of the research:	Creating a training course that prepares students, who applied for the elementary technical training on the basis of an often negative selection, as well as possible for a place in society of full value. Development of a structure that garantees polyvalence of the course and stimulates flexibility of the students.
Sub-divisions of the research:	a. General technical practise; b. Practical lessons in three technical main streams; c. Development of language use by students; d. Determination system for student flow to intermediate technical training.
Methods:	Pupil questionnaires during and following the course; employer opinions; tests; interview; observation; analysis of the pedagogico/didactical pattern; lesson recordings.
Size of the research:	1 Experimental school; all students who entered the 1st class in 1964 (over 200).
Main findings of the research and their implications for education:	The overall trend in evaluation is positive with regard to the objectives of the experiment. The percentage of student flow to intermediate technical training is twice the national percentage. It is assumes that participating students have better chances for optimal development then their peers who followed a 3-year course. Implications: contribution to the development of thought concerning the middle school concept and integration of the elementary technical training in this school.
Starting date of the research: Date of completion:	Study year 1964/65. July 1971.

Total costs of the research (incl. personnel):	1966 Dfl. 130.000,-- 1967 Dfl. 40.900,-- 1968 Dfl. 63.200,-- (Netherlands Foundation 1969 Dfl. 79.800,-- for Educational Research) 1970 Dfl. 39.400,--
Source of finance of the research:	a. Till mid 1966: Ministry of Education and Sciences; b. From mid 1966: Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Kohnstamm-Instituut voor Onderwijsresearch
(University of Amsterdam, Kohnstamm Institute for Educational Research)

Keizersgracht 73
Amsterdam

Title of the research:	"Op zoek naar het beginpunt". ("In search of the starting point").
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	G.J. Mulder; A.H. van den Berg. Kohnstamm Institute for Educational Research Keizersgracht 73 Amsterdam.
The research is at the present:	Completed.
Bibliographic references:	Rapport "Op zoek naar het beginpunt". Onderzoek naar de uitgangssituatie voor potentiële leerlingen van het Middelbaar Beroepsonderwijs voor Verpleegkundigen en Verzorgenden (M.B.O.-V.) met betrekking tot enige, blijkens een beschikbare taakanalyse, voor dit onderwijs relevante aspecten: observatie, rapportage en hulpverleningsattitude; door mej. G.J. Mulder en mej. J.A. Tjebbes. (Report: "In search of the starting point". Research into the starting situation of potential students of secondary vocational nursing task training, with regard to several aspects that, according to an available task analysis, are of relevance to this type of education, such as: observation, reporting and attitude towards assistance; by Miss G.J. Mulder and Miss J.A. Tjebbes).
Background and aim(s) of the research:	See "Bibliographical references".
Methods:	a. Instruments : – vocational interest test; – inventories; – non-objective proficiency tests; – observation scales. b. Statistical evaluation : – Krushall Wallis; – Wilcoxon; – variation analysis.
Size of the research:	603 students, of which 365 testees in 24 classes in 16 schools in 8 cities in 2 districts.
Main findings of the research and their implications for education:	Research proved that pluriform starting situations with regard to observation, reporting and attitude towards assistance will be found in students entering the secon-

	dary vocational nursing training. In the development of curricula for this type of vocational training the concept of "pluriformity" should be properly taken into account.
Number of workers engaged in the research:	1 researcher; 1 trainee.
Starting date of the research: Date of completion:	January 1792. December 1972.
Total costs of the research (incl. personnel);	Dfl. 44.000,--
Source of finance of the research:	Private means of the Institute.

Universiteit van Amsterdam, Kohnstamm-Instituut voor Onderwijsresearch (University of Amsterdam, Kohnstamm Institute for Educational Research)

Keizersgracht 73
Amsterdam.

Title of the research:	Geprogrammeerd Aanvankelijk Rekenen. (Programmed Preliminary Arithmetics).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	H. Rasche; A.H. van den Berg Kohnstamm Institute for Educational Reserach Keizersgracht 73 Amsterdam.
The research is at present:	In progress.
The research has not been carried out according the original plan. The reasons were:	Insufficient preparation; methodological imperfection; complex problem-definition; insufficient staffing; conflicting views within the project team.
The findings of the research will be published:	In the form of a final report.
Background and aim(s) of the research:	Individualisation of preliminary arithmetic education with the aid of programmed instruction, yet to be developed, and dictated into cassette tapes, and through both group and individual activities.
Methods:	Measurement by means of tests; observation with videorecordings, interview with precoded questionnaires.
Size of the research:	40 testees.
Main findings of the research and their implications for education:	Due to reasons of a researchtechnical nature, the project has not been succesful in proving that individualisation through cassette recorded instruction is effective; however, sufficient indications are present to assume that it is possible.
Number of workers engaged in the research:	6 researchers; 2 didactical co-workers; 1 statistical co-worker; 3 (student) assistants.

Starting date of the research; Date of completion:	August 1971. March 1973.
Total costs of the research (incl. personnel):	Dfl. 336.500,--.
Source of finance of the research:	Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Kohnstamm-Instituut voor Onderwijsresearch
(University of Amsterdam, Kohnstamm Institute for Educational Research)

Keizersgracht 73
Amsterdam.

Title of the research:	Kohnstamm-Instituut Ontwikkeling Speelleerprogramma Kleuteronderwijs. (Development of instructional programme for Pre-school education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	F. Vos; A.H. van den Berg Kohnstamm-Institute for Educational Research Keizersgracht 73 Amsterdam.
The research is at the present:	In progress.
The findings of the research will be published:	In the form of: a. final report to the Netherlands Foundation for Educational Research; b. programme for pre-school education to be put at the disposal of the above Foundation.
Background and aim(s) of the research:	Development of an instructional programme for pre-school education by means of an inventarisation and systematisation of aspects of present pre-school education supplemented by new aspects that, on the basis of research, are to be considered relevant, in such way that intellegibility with those concerned can be obtained on the basis of recognizability in the teaching/learning situation.
Sub-divisions of the research:	1. Development of programmes; 2. testing of various programmes in educational practice; 3. development of tests belonging to the programmes.
Methods:	– Questionnaire; – unstructured interview; – tests: – observation.
Size of the research:	Number of a. pupils : 30 per programme tested; . teachers : 4 per programme tested: b. programmes: 14 c. the project is situated in Amsterdam.
Main findings of the research and their implications for education:	The anticipation that programmes would be workable and operational in the current pre-school situation has been corroborated. Implications: a. sytematic guidance of the individual group development of pupils;

b. demonstrable necessity of a continuing schoolstructure (i.e. without age caesura).

Number of workers engaged in the research:	3 researchers; 5 pedagogical/didactical co-workers; 6 student-assistants.
Starting date of the research:	August 1971.
Date of completion:	July 1973.
Total cost of the research (incl. personnel):	Dfl. 746.800,--.
Source of finance of the research:	Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Orthopedagogisch Instituut
(University of Amsterdam, Orthopedagogical Institute)

Wielingenstraat 26
Amsterdam.

Title of the research:	Mentale stress en leermoeilijkheden. (Mental stress and learning disorders).
Name(s) of the principal researcher(s) to whom any anquiries may be addressed:	D. Zuithoff; B.Th. Wijnand Orthopedagogical Institute Wielingenstraat 26 Amsterdam.
The research is at present:	In progress.
The findings of the research will be published:	Probably in the form of articles for magazines.
Background and aim(s) of the research:	The possibility that mental stress causes many different forms of learning disorders. Aimed is at the prevention and therapy of these types of disabilities.
Methods:	– Laboratory methods (polygraphy, e.e.g., e.c.g., etc.); – stress induces; – psychological tests.
Size of the research:	Sample of pupils from public as well as private or denominational schools in Amsterdam.
Number of workers engaged in the research:	.4 researchers
Starting date of the research: Date of completion:	May/June 1972 Date of completion of the 1st phase of the project: app. 2 years from the start.
Total costs of the research (incl. personnel):	App. Dfl. 60.000,-- to Dfl. 70.000,--.
Source of finance of the research:	Private means of the Institute.

Universiteit van Amsterdam, Pedagogisch Instituut
(University of Amsterdam, Pedagogical Institute)

Prinsengracht 225-227
Amsterdam.

Title of the research:	Ontwikkeling en evaluatie van een nieuwe didactische werkwijze betreffende het wiskunde-onderwijs in het brugjaar v.w.o.-h.a.v.o. (Development and evaluation of a new didactical procedure regarding mathematics instruction in the transitional year pre-university education - higher general continued education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	B. van der Krogt Pedagogical Institute Prinsengracht 225-227 Amsterdam.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a report.
Background and aim(s) of the research:	Study of the effectivity of a methodological/didactical procedure (Dienes) regarding mathematics instruction, particularly of the principals of the demonstrative and mathematical variance.
Methods:	Development of the learning process recorded on video-tape; observation; tests; literature study.
Size of the research:	Transitional classes 'Athenaeum' and/or higher general continued education in Amsterdam.
Number of workers engaged in the research:	1 researcher; 1 teacher; 1 student-assistant.
Staring date of the research: Date of completion:	May 1969 End 1973.
Total costs of the research (incl. personnel):	Dfl. 57.000,-- (Netherlands Foundation for Educational Research only).
Source of finance of the research:	a. Private means; b. Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Psychologisch Laboratorium, Afdeling Ontwikkelingspsychologie
(University of Amsterdam, Psychological Laboratory, Department of Developmental Psychology)

Vondelstraat 103
Amsterdam.

Title of the research:	Ontwikkeling en begeleiding van studielessen in het brugjaar voor v.w.o., h.a.v.o., m.a.v.o., l.a.v.o., en l.b.o. (Development and guidance of study lessons in the transitional year pre-university education, higher, intermediate and lower general continued educational and elementary vocational training).
Names(s) of the principal researcher(s) to whom any enquiries may be addressed:	R. Vuyk Psychological Laboratory, Vondelstraat 103 Amsterdam
The research is at present:	Completed.
Bibliographic references:	Vuijk, R.: Studielessen. (Study-lessons). Amsterdam, Psychologisch Laboratorium, 1971. Vuijk, R.: Studielessen, experimentele uitgave van de Afdeling Ontwikkelingspsychologie, Universiteit van Amsterdam. (Study lessons, experimental publication from the department of Developmental Psychology, University of Amsterdam). Amsterdam, Stadsdrukkerij, 1969. Vuijk, R.: Werk- en denktraining in de studielessen. (Work and thought training in the study lessons). Purmerend, Muusses, 1970.
Background and aim(s) of the research:	With the introduction of the Educational Act 1963 (Mammoetwet) study-lessons were made compulsory in the 1st grade of continued education and made possible in higher grades. Aimed is at improvement of the study-lessons, elaboration of these for all types of continued education, and guidance of teachers in the use of the study-lessons; evaluation.
Sub-divisions of the research:	Review of existing study-lessons; development of a parallel series for elementary vocational training; teacher guidance; development of study-lessons for the 2nd grade in continued education; evaluation.
Methods:	Tests, discussions; interview; questionnaire; sample material; cluster analysis.
Size of the research:	It is concluded that the opinion on the study-lessons according to the method Vuijk, is favourable, that the design is satisfactory, and that certain objectives are reached. The investigation rendered practical information for possible following versions of study-lessons.
Starting date of the research: Date of completion:	February 1966. February 1971.
Total costs of the research (incl. personnel):	1969 Dfl. 27.500,-- 1970 22.300,-- 1971 900,-- (Netherlands Foundation for Educational Research only)
Source of finance of the research:	a. private means; b. Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Psychologisch Laboratorium, Afdeling Ontwikkelingspsychologie
(University of Amsterdam, Psychological Laboratory, Department of Developmental Psychology)

Vondelstraat 103
Amsterdam.

Title of the research:	Evaluatie van een methode voor studielessen in het brugjaar v.w.o.-h.a.v.o.-m.a.v.o. (Evaluation of a method for study lessons in the transitional year of pre-university education - higher general continued education - intermediate general continued education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	R. Vuyk, Psychological Institute, Vondelstraat 103, Amsterdam,
The research is at present:	Completed.
The research has not been carried out according the original plan. The reasons were:	Delay in data processing.
Bibliographic references:	Vuyk, R. en J.P.H. Roos: Evaluatie van studielessen. (Evaluation of study lessons). University of Amsterdam, Psychological Laboratory, 1972.
Background and aim(s) of the research:	Evaluation of the effect of study lessons in terms of positive transfer. The objectives to be evaluated concern strategies of thought, the learning of a lesson, accuracy, self-image and study-habbits.
Methods:	Tests; Questionnaires.
Size of the research:	20 Lyceum classes and 20 classes in general continued education, devided over an experimental and a control group.
Main findings of the research and their implications for education:	No convincing evidence was produced concerning the question whether the study-lesson method by Vuyk is better then other study-lessons. More money and personnel should be made available for the elaboration of educational methods. All objectives of educational methods and situations should be evaluated.
Starting date of the research: Date of completion:	August 1968. April 1972.
Total costs of the research:	1968 Dfl. 14.000,-- 1969 Dfl. 26.100,-- 1970 Dfl. 9.600,-- 1971 Dfl. 8.000,--.
Source of finance of the research:	Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Psychologisch Laboratorium, afdeling Ontwikkelingspsychologie
(University of Amsterdam, Psychological Laboratory, department of Developmental Psychology)

Vondelstraat 103
Amsterdam.

Title of the research:	Onderzoek naar de invloed van gedragsveranderingen van docenten in het lager beroepsonderwijs op leergedrag en leermotivatie van de leerlingen, en wel bij uiteenlopende intensiteit van de begeleiding bij het totstandkomen van deze gedragsveranderingen. (Research into the influence of attitude modifications of teachers in elementary vocational training on learning attitudes and learning motivation of pupils, specifically in case of diverging intensity of guidance at the realisation of these attitude modifications).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	R. Vuyk Psychological Laboratory, Vondelstraat 103 Amsterdam.
The findings of the research will be published:	In the form of a report or manual.
Background and aim(s) of the research:	To teach first graders of elementary vocational training to work together, both as a learning tool and a learning goal.
Methods:	– literature study; – observation; – teacher guidance; – compilation of scripts (lessons for study lessons).
Size of the research:	– 2 elementary vocational training schools; – 1 domestic science school; – students transitional class; – teachers general continued education.
Main findings of the research and their implications for education:	Observation is of a greater influence on the class than is customarily thought. Introduction of new educational forms is a very slow process. Much attention and money is needed for the training of "change agents".
Number of workers engaged in the research:	2 researchers; 9 student-assistants.
Starting date of the research: Date of completion:	August 1971. 1974
Total costs of the research:	Dfl. 374.000,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Stichting Research Instituut voor de Toegepaste Psychologie (University of Amsterdam, Foundation Research Institute of Applied Psychology)

Prinsengracht 299-307
Amsterdam.

Title of the research:	Onderzoek naar het gebruik van de zgn. Amsterdamse schooltoets aan het einde van het basisonderwijs. (Investigation of the use of the so-called Amsterdam Schooltest at the end of elementary education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	D.J. Bos Foundation Research Institute of Applied Psychology Prinsengracht 299-307 Amsterdam. E. Warries Technological University Twente. Postbus 217 Enschede.
The research is at present:	Partly completed.
Bibliographic references:	Warries, E.: De invloed van een toetsprogramma. (The influence of a test programme). Pedagogische Studiën, nr. 2, 1972. Warries, E.: Goede prestaties maar ongeschikt voor mavo: een onderzoeksrapport. (Good performance, yet unfit for intermediate general continued education: a research report). Amsterdam, R.I.T.P., 1972. Bos, D.J.: De Amsterdamse schooltoets en de differentiatie van brugklasleerlingen. (The Amsterdam School test and differentiation for transitional class pupils). Pedagogische Studiën, Vol. 50, 1973: pp. 62-69.
The findings of the research will be published:	In the form of a final report (draft version completed in July 1971; publication in preparation).
Background and aim(s) of the research:	Data collection on usefullness and application of tests through the analysis of questionnaires and administrative file data. Aim of the project is to describe to what extent the Amsterdam School test (first use in 1966) meets the objectives formulated.
Sub-divisions of the research:	a. Connection pupil performance on the test and the advice of the principal; b. admission policy to continued education; c. score division over various schooltypes; d. reasons causing discouragement of continuing studies; e. number of schools where less then 50 % of the pupils give the correct answers to questions; f. influence of the test in the schoolprogramme in 6th grades.
Methods:	Observation; interview; questionnaire; analysis; correlation calculations; computer punched cards system.
Size of the research:	Analysis of all 9 populations on which the Amsterdam Schooltest was applied (12.000 pupils in Amsterdam, and 10.000 from other cities); 100 principals; teachers from 770 schools in 9 municipalities.

Starting date of the research:	July 1969
Date of completion:	July 1971.
Total costs of the research:	1969 Dfl. 22.700,-- 1970 36.400,-- 1971 -- 1972 8.600,-- (publication report)
Source of finance of the research:	Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Stichting Research Instituut voor de Toegepaste Psychologie (University of Amsterdam, Foundation Research Institute of Applied Psychology)

Prinsengracht 299-307
Amsterdam.

Title of the research:	Bezinningsstudie omtrent de ontwikkeling van methoden voor doelstellingenonderzoek. (Reflection study on the development of methods for research into objectives).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	D.J. Bos Foundation Research Institute of Applied Psychology Prinsengracht 299-307 Amsterdam.
The research is at present:	Completed.
The findings of the research are published:	In the form of a report culminating in a proposal regarding empirical research into objectives.
Background and aim(s) of the research:	Desirability of empirical research into education at the end of compulsory education. As a preparation a reflection study directed at methods of research objectives is carried out.
Methods:	Literature study; discussion groups.
Number of workers engaged in the research:	4 researchers
Starting date of the research:	November 1971
Date of completion:	November 1972
Total costs of the research (incl. personnel):	Dfl. 17.700,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Stichting Research Instituut voor de Toegepaste Psychologie (University of Amsterdam, Foundation Research Institute of Applied Psychology)

Prinsengracht 299-307
Amsterdam.

Title of the research:	Innovatieproject Amsterdam. (Innovation project Amsterdam).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	C. van Calcar Foundation Research Institute of Applied Psychology Prinsengracht 299-307 Amsterdam.
The findings of this research will be published:	In the form of a final report.
Background and aim(s) of the research:	Children from skilled or untrained labourers only profit in a limited way of education as it is now presented in primary education. It is attempted to start an innovation movement which can eventually change education in such a way that this group of children can sufficiently profit from the programme.
Sub-divisions in the research:	a. Publication of parts of the activation-programme in issues; b. stage activities; c. arithmetic project in the form of an experiment involving parents; d. building up a library with the aid of parents; e. toy-project; f. development of play/learning instruments that can be used with the activation programme; g. systematising of incoming information and development of an instrument with which the teachers and others concerned can systematically form an opinion on new programmes; h. realise alterations in old school buildings; i. organising homework classes; j. stimulation of correspondence with pupils from other schools.
Methods:	Action research; tests; information meetings.
Size of the research:	16 schools enrolling many children from disadvantaged families in 4 old quarters of Amsterdam.
Main findings of the research and their implications for education:	The experience with the programmes developped are of a quality that it seems reasonable to consider extension of the areas in which the project is executed. Educational innovation should be realised from the basis upwards. Specialists should adopt an informative and serviceable attitude.
Starting date of the research: Date of completion:	Spring 1971 Mid 1974
Total costs of the research (incl. personnel):	1971 Dfl. 237.500,-- (Netherlands Foundation for 1972 Dfl. 678.300,-- Educational Research only)
Source of finance of the research:	Netherlands Foundation for Educational Research Bernhard van Leer Foundation.

Universiteit van Amsterdam, Stichting Research Instituut voor de Toegepaste Psychologie (University of Amsterdam, Foundation Research Institute of Applied Psychology)

Prinsengracht 299-307
Amsterdam.

Title of the research:	Gedifferentieerd aardrijkskunde-onderwijs in heterogene brugklassen van het v.w.o. (Differentiated geography instruction in heterogeneous transitional classes in pre-university education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed;	M.J.G. Nuy Catholic Pedagogical Centre Postbus 482 's Hertogenbosch.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a final report.
Background and aim(s) of the research:	Since 1969 the institute carries out an innovation project in the transitional class of a multi-curriculum school with the aim to test instruction forms and material trought which differentiated instruction in a class context is made possible (English, Dutch, French, mathematics). This project attempts to introduce a similar educational model for the subject of geography.
Sub-divisions of the research:	a. Research into objectives; b. development and evaluation of a curriculum for differentiated geography instruction in the transitional class of the multi curriculum school. Execution of the latter project is for the time being detained.
Methods:	Interviews; questionnaire; literature study.
Size of the research:	Transitional class students and teachers.
Starting date of the research: Date of completion:	January 1971 November 1973.
Total costs of the research (incl. personnel):	1971 Dfl. 36.500,-- 1972 28.500,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Stichting Research Instituut voor de Toegepaste Psychologie (University of Amsterdam, Foundation Research Institute of Applied Psychology)

Prinsengracht 299-307
Amsterdam.

Title of the research:	Algemene leereffecten van de beoefening van het schaakspel. (General learning effects in the practice of chess).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	L. Prins Foundation Research Institute of Applied Psychology Prinsengracht 299-307 Amsterdam.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a final report.
Background and aim(s) of the research:	An attempt is made to formulate an answer to the question of the influence of chess playing on people who have cultivated this game intensively for a long time in terms of general learning effects (also non-cognitive effects).
Methods:	Literature study; retrospective interview.
Size of the research:	Interviews with people who are intensively concerned with chess.
Main findings of the research and their implications for education:	The object is to formulate conclusions with regard to: a. the meaning of chess; b. the possible value of introducing chess in education; c. general learning effects in personnel development; d. processing methods for certain types of interview material. Possibly proposals concerning further research aimed at educational innovation.
Number of workers engaged in the research:	1 supervisor; 1 researcher.
Starting date of the research: Date of completion:	September 1971 January 1973
Total costs of the research:	1971 Dfl. 19.000,-- 1972 Dfl. 46.400,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Stichting Research Instituut voor de Toegepaste Psychologie (University of Amsterdam, Foundation Research Institute of Applied Psychology)

Prinsengracht 299-307
Amsterdam.

Title of the research:	International Educational Achievement Project, Nederlands aandeel 2e fase. (International Educational Achievement Project, Dutch contribution 2nd phase; I.E.A. Project).

Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	S. Sandbergen Foundation Research Institute of Applied Psychology Prinsengracht 299-307 Amsterdam.
The research is at present:	In progress.
The research has not been carried out according the original plan. The reasons were:	The international context in which the project is carried out causes temporisation.
Bibliographic references:	Sandbergen, S.: Report on the main run 1970 (stage 2) science and Mother Tongue, Amsterdam, R.I.T.P., 1970. I.E.A.-project 1969/1970. Handleiding voor proefleiders. (Manual for experiment leaders). Amsterdam, R.I.T.P., 1970. Werkboekjes natuurwetenschappen. (Exercise books natural sciences). Amsterdam R.I.T.P., 1970.
The findings of the research will be published:	In the form of:a. final report in the Dutch language; b. international final report in print; c. dissertation project leader.
Background and aim(s) of the research:	International empirical research in the field of comparative pedagogy with co-operation of 21 research institutes. The object is the determination of relations between characteristics of pupils, teachers and schools on the one hand, and results of pupils, schools and schoolsystems in the cognitive and non-cognitive field on the other (continued education).
Sub-divisions of the research:	a. Study of educational programmes in the subjects of natural sciences, mother tongue, english, french and civics (development of school performance tests, questionnaires and attitude scales); b. field research on nationally representative samples from continued education.
Methods:	Analysis of objectives, compilation of representative exercises; item research and analysis; construction and application of tests; questionnaires (pupils and teachers).
Size of the research:	App. 18 to 20.000 pupils and 2000 teachers from 700 schools; 10 national samples from elementary education and beginning and end of continued education.
Main findings of the research and their implications for education:	Analysis and publication of a number of data on Dutch education that can be of use in the decision-making within education (experience with the organisation of national research, instruments, comparison of school types, comparison of opinions, transversal research, school performance, etc).
Starting date of the research: Date of completion:	January 1967. December 1972
Total costs of the research (incl. personnel):	1966 Dfl. 1.200,-- 1967 15.700,-- 1968 29.600,-- 1969 58.600,-- 1970 112.800,-- 1971 169.900,-- 1972 68.300,-- (Netherlands Foundation for Educational Research only)

Source of finance of the research:	Ministry of Education and Sciences; Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Stichting Research Instituut voor de Toegepaste Psychologie (University of Amsterdam, Foundation Research Institute of Applied Psychology)

Prinsengracht 299-307
Amsterdam.

Title of the research:	Inventarisatie en ontwikkeling van doelstellingen voor modern wiskundeonderwijs in de basisschool. (Inventarisation and development of objectives for modern mathematics instruction in elementary education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	H.P. Stroomberg Foundation Research Institute of Applied Psychology Prinsengracht 299-307 Amsterdam.
The research is at present:	In progress.
Bibliographic references:	Voorlopig verslag van een empirisch doelstellingenonderzoek: overzicht van de werkzaamheden. (Preliminary report of an empirical research project into objectives: review of activities). Pedagogische Studiën, 50, 1973: pp. 230-238.
The findings of the research will be published:	In the form of a final report in 2 volumes (a. arithmatic, b. modern mathematics).
Background and aim(s) of the research:	Analysis and explicit determination of objectives are necessary as a basis for discussion and a basis to control the effect and process od education. This project may be regarden as a first step in the direction of a more systematic investigation of educational objectives. Aimed is at a contribution to the solution to questions regarding optimal use and application of research into objectives in relation to educational planning and innovation.
Methods:	Literature study; arithmatic objectives formulated on the basis of a draft curriculum (Nutsseminarium 1967), objectives for mathematics on the basis of a draft curriculum by the Committee Modernising Curriculum Mathematics, and a number of other publications and interviews; inventarisation; questionnaire; interviews; tests.
Size of the research:	Educational objectives up to the end of compulsory education, in particular those objectives that should be realised at the end of elementary education. 1500 respondents; 800 pupils.
Starting date of the research: Date of completion:	January 1971. November 1973.
Total costs of the research (incl. personnel):	1971 Dfl. 77.300,-- 1972 Dfl. 46.000,--

Source of finance of the research: Netherlands Foundation for Educational Research

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Universiteit van Amsterdam, Stichting Research Instituut voor de Toegepaste Psychologie (University of Amsterdam, Foundation Research Institute of Applied Psychology)

Prinsengracht 299-307
Amsterdam.

Title of the research:	Evaluatie van een model voor gedifferentieerd onderwijs binnen de heterogene brugklassen in het bijzonder voor het vak wiskunde. (Evaluation of a model for differentiated education within heterogeneous transitional classes, in particular with regard to the subject of mathematics).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. Timmer Foundation Research Institute of Applied Psychology Prinsengracht 299-307 Amsterdam.
The research is at present:	In progress.
The findings of the report will be published:	In the form of a final report.
Background and aim(s) of the research:	Evaluation of the model of differentiation for the subject of mathematics as applied in an experiment in the State multi curriculum school of Schagen, with the object of transfer to other schools. The general objective is determination of the extent in which the model answers to expectations (practical feasibility, nature and quality of pupil choices, learning performance, co-operation in group relations).
Sub-divisions of the research:	a. General project; b. Project mathematics.
Methods:	Limited, focussed observation of lessons; pupil scores on diagnostic and evaluative tests; data from pupil forms; questionnaires (pupils and teachers); interviews.
Size of the research:	Multi curriculum school of Schagen; transitional classes intermediate- and higher general continued education and pre-university education.
Starting date of the research: Date of completion:	August 1972 August 1974
Total costs of the research (incl. personnel):	Dfl. 48.500,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Universitait van Amsterdam, Stichting Research Instituut voor de Toegepaste Psychologie (University of Amsterdam, Foundation Research Institute of Applied Psychology)

Prinsengracht 299-307
Amsterdam.

Title of the research:	Diagnostisch gebruik van studietoetsen in het wiskunde-onderwijs in de lagere klassen van het l.b.o., m.a.v.o., h.a.v.o. en v.w.o. (Diagnostic use of study tests in mathematics instruction in the lower grades of elementary vocational training, intermediate and higher general continued education and pre-university education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. Timmer Foundation Research Institute of Applied Psychology Prinsengracht 299-307 Amsterdam.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a final report and a test volume on a subscription basis.
Background and aim(s) of the research:	During the school years 1970-1972 the Netherlands Central Institute for Test Development and the above Institute published 2 volumes containing 4-choice questions pertaining to mathematics regarding the subject matter for the transitional classes, 2nd, 3rd and 4th grades in intermediate- and higher general continued education and pre-university education. The objectives are: – prevention of out-dating of the current item collection by adaptation to the modified content of study books; – reconstruction of item collection into diagnostic study books; – construction of final tests meeting minimum aims on the basis of existing item collections; – adding elementary vocational training to the target group of intermediate- and higher general continued education and pre-university education. The diagnostic tests will be constructed in such a way, that they will be applicable in a mastery learning system.
Sub-divisions of the research:	a. Adaptation of item collection to the latest versions of study books; b. making the material developped in the form of diagnostic study tests available to the total of education; c. construction and gauging of tests for the 4th grade intermediate- and the 3rd grade of higher general continued education, pre-university education, and elementary vocational training.
Methods:	Pre-selection of items by teacher groups; construction and standardisation of items by means of the core-item method and the Nedelsky method; questionnaire; analysis of objectives according to Gagné.
Starting date of the research:	August 1972.
Date of completion:	January 1976.

Total costs of the research (incl. personnel):	Dfl. 28.000,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Stichting Research Institute voor de Toegepaste Psychologie (University of Amsterdam, Foundation Research Institute of Applied Psychology)

Prinsengracht 299-307
Amsterdam.

Title of the research:	Ontwikkeling van studietoetsen voor het onderwijs in de wiskunde inzonderheid in het h.a.v.o. (Development of study tests for instruction in mathematics, in particular in higher general continued education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	E. Warries Technological University Twente Postbus 217 Enschede.
The research is at present:	Completed.
The research has not been carried out according the original plan. The reasons were:	Temporisation due to external difficulties.
Bibliographic references:	Tests, item collections, manuals.
The findings of the research will be published:	In the form of: a. a series of commented item collections, available for education; b. a number of tests on mathematic subjects; c. manuals; d. final report.
Background and aim(s) of the research:	The objectives of mathematic instruction in higher general continued education are insufficiently defined. In order to form a tangible discussion basis in this respect, principally significant items are collected, on the basis of which also study tests can be constructed.
Methods:	Literature study; working/discussion groups; manuals for item-writers; empirical testing and psychometrical analysis; tests.
Size of the research:	Item collection up to and including the 3rd study year in higher general continued education (a), and following the 3rd study year of pre-university education (b).
Staring date of the research: Date of completion:	August 1967 August 1971.
Total costs of the research (incl. personnel):	1967 Dfl. 9.800,-- 1968 Dfl. 44.600,-- 1969 Dfl. 76.200,-- 1970 Dfl. 87.100,-- 1971 Dfl. 98.000,--

Source of finance of the research:	Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Stichting Research Instituut voor de Toegepaste Psychologie (University of Amsterdam, Foundation Research Institute of Applied Psychology)

Prinsengracht 299-307
Amsterdam.

Title of the research:	Experimentele constructie van toetsen voor de taalvaardigheid in de moedertaal. (Experimental construction of tests in relation to language performance in the mother tongue).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	H. Wesdorp Foundation Research Institute of Applied Psychology Prinsengracht 299-307 Amsterdam.
The research is at present:	In progress (final report December 1973).
The research has not been carried out according the original plan. The reasons were:	Temporisation due to technical and organisational factors (mainly in the field of personnel).
The findings of the research will be published:	In the form of tests and manuals, and practical guidelines for the construction of writing proficiency tests; final report.
Background and aim(s) of the research:	Up to date only attention is given to written-receptive language use in test construction. This project aims at the acquisition of experience in the testing of written productive language proficiency through the development of a technique of construction, analysis of concurring problems and analysis of objectives. The aim is the construction of a method for essay-evaluation (direct measurement), construction of an objective language proficiency test (indirect measurement), and construction of an inter-linear test.
Methods:	Literature research; tests with foreign methods for essay-evaluation; (preliminary) analysis of objectives; test construction; confrontation of direct (essay-evaluation) and indirect (tests) methods for the measurement of written-productive language proficiency in validation and control-validation research.
Size of the research:	Considerable sample from 6th grade population.
Number of workers engaged in the research:	2 supervisors; 1 researcher; teachers.
Starting date of the research: Date of completion:	August 1969 December 1973

Total costs of the research (incl personnel):	1969 Dfl. 24.000,-- 1970 55.300,-- 1971 88.700,-- 1972 58.400,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Universiteit van Amsterdam, Stichting Research Instituut voor de Toegepaste Psychologie (University of Amsterdam, Foundation Research Institute of Applied Psychology)

Prinsengracht 299-307
Amsterdam
en

Algemeen Pedagogisch Studiecentrum (General Pedagogical Study Centre)

Buitenveldertselaan 106
Amsterdam.

Title of the research:	Voorstudie in differentiatie binnen klasseverband van het brugjaar. (Differentiation within the class context of the transitional year).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	P. de Koning Foundation Research Institute of Applied Psychology Prinsengracht 299-307 Amsterdam; H.J. Jacobs General Pedagogical Study Centre Buitenveldertselaan 106 Amsterdam.
The research is at present:	Completed.
Bibliographic references:	Verslag van de oriëntatieperiode van de voorstudie: differentiatie binnen klasseverband. (Report of the orientation phase of the project: differentiation within the class context). Amsterdam, R.I.T.P., 1971. Differentiatie binnen klasseverband: eindverslag. (Differentiation within the class context; final report). Amsterdam, R.I.T.P., 1971. Interimverslag "Project Schagen", 1 en 2 (Interim report "Project Schagen", 1 and 2). Amsterdam, General Pedagogical Study Centre, Amsterdam, 1970.
Background and aim(s) of the research:	Orientation study in order to formulate recommendations for a longer term investigation; also recommendations regarding research areas and methods, evaluation, transfer designs, output.
Methods:	Literature study; contact with the State multi curriculum school of Schagen, guidance centres, etc.: discussions, questionnaires.

Size of the research:	Activities of the above mentioned institutes and the multi curriculum school of Schagen formed the basis of the study. The research itself was concerned with a general description and analysis of organisation and working procedures with the object to realise differentiated education within heterogeneous groups.
Number of workers engaged in the research:	1 researcher.
Starting date of the research: Date of completion:	July 1971. August 1972.
Total costs of the research:	1971 Dfl. 28.100,-- 1972 41.800,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Vrije Universiteit, Amsterdam, Afdeling Conflictuologie van de Subfaculteit der Psychologie
(Free University, Amsterdam, Department of Conflict Studies, Sub-Faculty of Psychology)

De Boelelaan 1115
Amsterdam.

Title of the research:	Onderzoek ten behoeve van de programmering van kennis in experiëntele en theoretische zin, welke ter beschikking dient te staan alvorens men de gedragstherapie daadwerkelijk gaat beoefenen. (Research for the programming of knowledge in an experential and theoretical sense, that should be available before one actually proceeds to practice behaviour therapy).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	M. Höweler - van Dalen Department of Conflict Studies De Boelelaan 1115 Amsterdam.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a book.
Background and aim(s) of the research:	Improvement of instructional material.
Sub-divisions of the research:	– bio-feedback; – hypnosis; – modeling; – token economy; – aversion therapy.
Size of the research:	app. 400 testees. Each of the "subdivisions" mentioned will be tested 3 times on students and alumnies.
Number of workers engaged in the research:	3 researchers.
Starting date of the research: Date of completion:	January 1972. December 1973.

Source of finance of the research:	1. Private means of the Institute; 2. Netherlands Foundation for Educational Research.

Vrije Universiteit, Amsterdam, Afdeling Conflictuologie van de Subfaculteit der Psychologie
(Free University, Amsterdam, Department of Conflict Studies, Sub-Faculty of Psychology)

De Boelelaan 1115
Amsterdam.

Title of the research:	Onderzoek van de mogelijkheden om gespreksopleidingen in het wetenschappelijk onderwijs te mechaniseren, ten einde deze zowel efficiënter als ook minder kostbaar te maken. (Research into the possibilities to mechanise discussion training courses in university education, with the object to make them, both more efficient and less expensive).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	A. Vrolijk; M.F. Dijkema; G. Timmerman. Department of Conflict Studies De Boelelaan 1115 Amsterdam.
The research is at present:	Completed.
Bibliographic references:	Vrolijk, A., M.F. Dijkema en G. Timmerman: Gespreksmodellen: een geprogrammeerde instructie. (Discussion models: a programmed instruction). Alphen aan de Rijn/Brussel, Samson, 1971.
Background and aim(s) of the research:	Development of a more efficient training method with regard to discussion training on the basis of the cognitive dissonance theory (attitude modification by means of behaviour changes).
Sub-divisions of the research:	a. Construction of demonstration tapes and dummies with a scenario, incl. experimental application of the instruction- and training method; b. effect research.
Methods:	Sound- and videotapes; discussion modes; free attitude interviews; counseling interview; bad news interview; evaluation interview; advise interview; discipline interview; two-column interview, comparison of scores by programmed instruction group and control group; language laboratory.
Size of the research:	Student groups of 12 persons from the department of conflict studies of the Free University of Amsterdam; control group.
Main findings of the research and their implications for education:	– It may be assumed that better transfer takes place from the theory as presented in programmed instruction to the initial behaviour of the student; – a time-saving method for the training of interviews, including instruction-material is developped.
Numer of workers engaged in the research:	2 researchers

Starting date of the research: Date of completion:	October 1969 September 1972.
Total costs of the research (incl. personnel):	1969 Dfl. 1.100,-- 1970 10.300,-- 1971 4.700,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Vrije Universiteit, Amsterdam, Psychologisch Research Laboratorium
(Free University, Amsterdam, Psychological Research Laboratory)

De Boelelaan 1115
Amsterdam.

Title of the research:	Experimenteel onderzoek naar de invloed van niet-logische factoren in syllogismen-redeneringen. (Experimental investigation of the influence of illogical factors in syllogism reasoning).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	A. Dirkzwager; C.G. van der Veer; L. de Leeuw; G.N. Jak, Psychological Research Laboratory De Boelelaan 1115 Amsterdam.
The research is at present:	Completed.
Bibliographic references:	Leeuw, L. de: De invloed van associatieve factoren en conclusie-inhoud op syllogistisch redeneren in relatie tot twee cognitieve stijl-variabelen. (The influence of associative factors and conclusion content on syllogistic reasoning in relation to two cognotive style variables). Nederlands Tijdschrift voor de Psychologie vol. 27, no. 11, 1973; pp. 755-775.
Background and aim(s) of the research:	See "bibliographical references".
Size of the research:	48 testees.
Main findings of the research and their implications for education:	Influence of cognitive style factors, impulsiveness and field dependency on education. Implications: certain categories of students have little resistence against the influence of illogical factors in logical reasoning tasks. This calls for systematic training in these tasks. This aspect is taken care of in a different project (cf. "Training in the handling of algorithmic and heuristic problem-solving methods in educational re-research - European Survey 1970").
Number of workers engaged in the research:	1 researcher.
Starting date of the research: Date of completion:	July 1970 April 1972
Source of finance of the research:	Private means of the Laboratory.

Vrije Universiteit, Amsterdam, Psychologisch Research Laboratorium
(Free University, Amsterdam, Psychological Research Laboratory)

De Boelelaan 1115
Amsterdam.

Title of the research:	Cognitieve leerstructuur, versterking en leerresultaat, een leertheoretisch onderzoek ten behoeve van geprogrammeerd onderwijs. (Cognitive learning structure, reinforcement and performance, a learning-theoretical investigation for programmed instruction).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	S. Dijkstra Psychological Research Laboratory De Boelelaan 1115 Amsterdam.
The research is at present:	In progress.
Bibliographic references:	Smitsman, A.W.: Kognitieve structuur, zekerheid en prestatie op een leerprogramma; doctoraalscriptie). (Cognitive structure, certainty and performance on an instructional programme; doctoral thesis). Amsterdam, 1970.
The findings of the research will be published:	In the form of a final report: Dijkstra, S.: Cognitive structure, reinforcement and performance, a learning-theoretical investigation for programmed instruction, Amsterdam, 1973. Results of the investigation will be subject of a doctoral thesis.
Background and aim(s) of the research:	Starting point is the doubt caused by research results concerning the most important rules for the programming of subject matter. An attempt is made to determine how the existing cognitive structure and the reinforcement caused by the experience of correctness resulting from self-production influence performance in the study programme.
Sub-divisions of the research:	a. General project; b. pilot-project.
Methods:	Tests; construction of three instructional programmes; analysis according to Gagné; variance analysis.
Size of the research:	3rd and 4th Technical School in Amsterdam; each programme was presented to app. 100 students.
Starting date of the research:	May 1967
Date of completion:	Mid 1973.
Total costs of the research (incl. personnel):	1967 Dfl. 14.500,-- 1968 36.900,-- 1969 14.200,-- (Netherlands Foundation for Educational Research)

Source of finance of the research:	a. Free University, Amsterdam; b. Netherlands Foundation for Educational Research.

Vrije Universiteit Amsterdam, Psychologisch Research Laboratorium
(Free University, Amsterdam, Psychological Research Laboratory)

De Boelelaan 1115
Amsterdam.

Title of the research:	Programmering van "responsive environments" voor zelfstandig leren. (Programming of responsive environments to stimulate self teaching).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	S.D. Fokkema, A. Dirkzwager, L. de Leeuw, G.F. Bernaert, G.C. van der Veer, De Boelelaan 1115 Amsterdam.
Background and aim(s) of the research:	To examine the effect of different teaching strategies in computer assisted instruction: learner control, programme control, tutorial inquiry; To examine to what extent computer controlled activity of the student stimulates the learning process;
Sub-divisions of the research:	G. Bernaert: Learner control versus programme control in the teaching of mechanics; L. de Leeuw: Training of algorithmic and heuristic problem-solving methods; A. Dirkzwager: Teaching the algebraic functions by guided discovery; A. Dirkzwager: Use of the computer as an interactive problem-solving task in mathematical instruction. The counterpart of the project is executed at the State University of Leyden, dept. of Educational Psychology, Rijnsburgerweg 146, Leiden.
Methods:	– Computer assisted instruction; – Variance analysis.
Size of the research:	Analysis will be based on the results of about 600 study hours computer assisted instruction.
Number of workers engaged in the research:	5 researchers; 3 technical officers; 4 student-assistants.
Starting date of the research: Date of completion:	1969 1974.
Total costs of the research (incl. personnel):	Dfl. 200.000,-- per year.
Source of finance of the research:	a. Free University, Amsterdam; b. Netherlands Foundation for Educational Research.

Vrije Universiteit, Amsterdam, Psychologisch Research Laboratorium
(Free University, Amsterdam, Psychological Research Laboratory)

De Boelelaan 1115
Amsterdam.

Title of the research:	Decisieregels in leersituaties, gebaseerd op mathematische leermodellen. (Decision-rules in learning situations, based on methematical learning models).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	G. van der Veer, De Boelelaan 1115, Amsterdam.
The research is at present:	In progress.
Bibliographic references:	Paper: Mathematical learning models as tools for C.A.I. IFIP Conference 1970, by G.C. van der Veer; Thesis: Problemen rond het toepassen van mathematische modellen in een paired-associates leersituatie. (Problems concerning the application of mathematical models in paired-associates learning situation), by J. van Bolhuis, 1971.
The findings of the research will be published:	In the form of articies, dissertation and theses.
Background and aims of the research:	Construction and evaluation of mathematical learning theories; research into workability as a theory and as an instrument in learning situations for various types of subject matter.
Sub-divisions of the research:	Utility of learning models for paired associate learning and for concept learning.
Methods:	– Computer managed learning experiments; – Experimental schools; – Analysis of throught-registrations.
Size of the research:	Several hundreds of testees.
Main findings of the research and their implications for education:	The models used proved to be too simple for paired-associate learning process. Careful combination of subject matter to be presented, could improve learning effect.
Number of workers engaged in the research:	1 researcher; changing numbers of students-assistants.
Starting date of the research: Date of completion:	1969. 1975.
Source of finance of the research:	Private means.

Technische Hogeschool Eindhoven, Groep Onderwijsresearch
(Technological University of Eindhoven, Educational Research Group)

Insulindelaan 2
Eindhoven.

Title of the research:	Formatieve evaluatie in computer-managed onderwijs-systemen. (Formative evaluation in computer managed educational systems).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	R. Gobits, Educational Research Group Insulindelaan 2 Eindhoven.
The research is at present.	In progress.
The findings of the research will be published:	In a report and a dissertation.
Background and aim(s) of the research:	Objective tests for the problem-solving behaviour and feedback, explicitly directed at improvement of such behaviour.
Sub-divisions of the research:	Compilation of formal guidelines for test construction by teachers.
Methods:	– experimental research; – computer simulation; – iterative improvement.
Size of the research:	app. 100 testees from the Eindhoven University of Technology.
Number of workers engaged in the research:	1 researcher.
Starting date of the research: Date of completion:	August 1972. End of 1974.
Source of finance of the research:	Private means of the University.

Technische Hogeschool Eindhoven, Groep Onderwijsresearch
(Technological University of Eindhoven, Educational Research Group)

Insulindelaan 2
Eindhoven.

Title of the project:	Onderwijs-parameters in technisch probleemoplossen. (Para-meters of instruction in technical problem-solving).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	D.W. Vaags Educational Research Group Insulindelaan 2 Eindhoven.

The findings will be published:	In the form of a dissertation at the start of 1974.
Background and aim(s) of the research:	Determination of construction rules for educational systems in order to stimulate problem-solving behaviour in students in a technical domain.
Sub-divisions of the research:	a. Process analysis of problem-solving; b. relations between environmental factors; c. construction of an educational system in which problem-solving can be trained.
Methods:	– Process analysis; – laboratory experiments; – tests for cognitive skills and study performance; – questionnaires.
Size of the research:	app. 160 testees.
Number of workers engaged in the research:	1 researcher; 1 assistent.
Starting date of the research: Date of completion:	December 1970. March 1974.
Source of finance of the research:	Private means of the University.

Technische Hogeschool Eindhoven, Groep Onderwijsresearch
(Technological University of Eindhoven, Educational Research Group)

Insulindelaan 2
Eindhoven.

Title of the research:	Constructie van een onderwijssysteem: Individualisatie en feedback. (Educational system construction: individualisation and feedback).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	W.A. Verreck, Educational Research Group, Insulindelaan 2, Eindhoven.
The research is at present:	Partly completed.
Bibliographic references:	Braak, L.H. e.a.: "Een "self-paced-study"-systeem (S.P.S.) in de Technische mechanica. (A Self-Paced-Study-System (S.P.S.) in Technical Mechanics). Eindhoven, Technische Hogeschool, 1971. 22p. Verreck, W.A.: Individualisering in het Wetenschappelijk, technisch onderwijs. Evaluatie van een experiment in de technische mechanica. (Individualization in scientific-technical education. Evaluation of an experiment in applied mechanics). Technische Hogeschool Eindhoven, 1973. 143 p. (Proefschrift T.H. Eindhoven).
Background and aim(s) of the research:	Starting point: construction of an educational system in technical mechanics; aim: definition of general construction rules for such a system through replications and iterative changes.

Methods:	– General field experiment replication; – Test for cognitive skills, personal characteristics and study progress; – Questionnaires: data processing, final evaluation.
Size of the research:	159 Testees in the field experiment and 110 testees in the replication.
Main findings of the research and their implications for education:	80 to 90 % of the students finishes the course. Quality is at least as good as in the traditional system of readings and examinations. Sizeable differences in study-pace. The estimated load of work for the student is no more then usual, allthough subjectively they have the feeling they spend more time. The load of work for the teacher is no less then usual, and- it goes without saying - more at the start. Possibilities for computer applications regarding test construction and scoring, as well as for system management, are evident. (Experience in relation to this aspect is meanwhile acquired).
Starting date of the research: Date of completion:	1969. End 1973.
Source of finance of the research:	Private means.

Technische Hogeschool Eindhoven, Groep Talen
(Technological University of Eindhoven, Section for Applied Linguistics)

Insulindelaan 2
Eindhoven.

Title of the research:	Onderzoek naar leesbegrip van technisch Frans. (Investigation into reading comprehension technical French).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.M. Ulijn, Section for Applied Linguistics, Insulindelaan 2, Eindhoven.
The research is at present :	In progress.
Bibliographic references:	Ledieu, J.: SHADOK system I Introduction and hardware. II Software. Afdeling Electrotechniek, 1972. (restricted reports). Ulijn, J.M.: Analyse d'erreurs et de difficultés dans la compréhension écrite du language français a buts spécifiques. (Analysis of mistakes and difficulties in the comprehension of written French), in: Abstracts of the 3rd International Congress of Applied Linguistics. Copenhagen, Denmark, 21st -26th August, 1972.
The findings of the research will be published:	In the form of a magazine article and a dissertation.
Background and aim(s) of the research:	Both efficient en deficient use of language can serve as a source of subject-matter selection for profession oriented adult instruction in a foreign language. The

object of the investigation is three-fold (see: Sub-divisions of the research).

Sub-divisions of the research:

a. Examination - on the basis of existing frequency research - of the linguistic features of technical-scientific language use that are of importance in terms of subject-matter; and of the extent in which this allready is realised in existing courses;
b. Research into the function of faults in foreign language use, acquisition, and instruction; critical evaluation of existing methods of fault-analysis:
c. Investigation of reading comprehension technical-French. Introduction of a method developped by the institute, for the analysis of deficient reading comprehension through an experiment with 50 electrotechnical students.

Aimed is at:
- The testing op 3 hypotheses regarding factors that are of importance in deficient reading comprehension;
- The linguistic analysis of deficient reading comprehension;
- The exploration of deficient reading-problems.

Methods:

- Literature research;
- SHADOK-equipment: a multi-purpose logical machine on which 14 electro-technical tests will be applied. As linguistic input a text with instructions is shown on a display unit with SHADOK linked to an IBM 360 30, by means of which all reading times and actions can be determined.
  Hypotheses are tested by means of a variance analysis on 2 x 3 matrix. The MLA French reading test is taken.

Size of the research:

50 testees.

Main findings of the research and their implications for education:

With regard to the testing of hypotheses, factor knowledge of the foreign language appears to be significant in deficient reading comprehension. Factor knowledge of electro-technique also is significant in this respect. Interaction between both factors is not significant. In profession -oriented foreign language instruction, the knowledge of the subject causing to student to study the foreign language needs to be seriously taken into account.
Results of the linguistic analysis of deficient reading comprehension and the exploration of deficient reading problems may have implications for subject matter selection and test development in profession-oriented instruction in the French language.

Number of workers engaged in the research:

1 researcher;
1 advisor;
4 assistants.

Starting date of the research:
Date of completion:

August 1969.
December 1973.

Source of finance of the research:

Private means.

Technische Hogeschool Eindhoven, Groep Talen
(Technological University of Eindhoven, Section for Applied Linguistics)

Insulindelaan 2
Eindhoven.

Title of the research:	Behoeften aan vreemde talenkennis en -onderwijs in een ingenieursopleiding. (Need for foreign language command and instruction in the training of engineers).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.M. Ulijn, Section for Applied Linguistics, Insulindelaan 2 Eindhoven.
The research is at present:	Completed.
Bibliographic references:	Ulijn, J.M.: Vreemde-Talenonderwijs aan de Technische Hogeschool Eindhoven. (Foreign language instruction at the Technicological University of Eindhoven). Universiteit en Hogeschool, vol. 19, 1972, pp. 15-22; Weekblad, 3 november 1972; pp. 399-402. Ulijn, J.M.: Vreemde-Talenonderwijs aan de Technische Hogeschool: Verslag van een enquête onder staf en studenten. (Foreign language instruction at the Technicological University: Report of a questionnaire among staff and students). June 1971. (restricted). Ulijn, J.M.: Talenonderwijs en Technische Hogeschool (Language instruction and Technological University). Documentatieblad Ministerie van Onderwijs en Wetenschappen, vol. 25, 1971; pp. 492, 493. Kater, H.E.: Vreemde Talenonderwijs op de Technische Hogeschool Eindhoven. (Foreign language instruction at the Eindhoven University of Technology). Polytechnisch tijdschrift/Aktueel, February 9th, 1972, 3-5. Ulijn, J.M.: Foreign language needs at a Dutch University of Technology. Bulletin Pédagogiques des langues vivantes, vol. 20, 1972; pp. 85,86.
Background and aim(s) of the research:	The changes in foreign language command of prospective students as a result of the "Mammoetwet" (Education Act 1963) and the growing number of Technical College students without pre-university training actuated this investigation in the actual needs for language command in technical science education.
Methods:	– trial questionnaire, written questionnaire, random sample of students (1 in 4) and staff (all); – statistical analysis: T-tests, average and frequency distributions.

Size of the research:	280 staff members and 512 students, representative for non-respondents, i.e. for all staff members (500) and students (4000) of the Eindhoven University of Technology.
Main findings of the research and their implications for education:	It appears that English is by far the most important foreign language in contacts that relate to education and research. Almost all staff members and 82 % of the students read professional literature in the English language (including textbooks). Nearly half of the staff members speak English in the event of conferences or colloquia with participants of various nationalities. After English, follow in order of importance German, French and Russian. In general, reading is considered to be the most useful skill, followed by understanding, speech and writing. As regards staff members, this order of importance holds good for all languages. Of the staff 70 %, 60 %, 45 % and 25 % considers instuction in respectively English, German, French and Russian desirable; 20 % of the staff and 50 % of the students mentions a fifth language: Spanish or Italian. It is noteworthy that this order is not followed by the Scandinavian languages, but by Japanese, the language of a country that in the field of technical science is advancing. Only 10 % is against any form of language instruction; 80 % of the staff and 70 % of the students favour such instruction. Instruction on the level of general and technical/scientific professional speech is more often considered desirable than instruction in colloquial language. One third of the staff and almost half of the students made use of the self-study language laboratory: two thirds of the staff evaluates this positively. Interest for language courses is much more minute: 35 % of the students criticises this form of instruction. The sequence of the languages studied in the language laboratory is as follows: English, French, Spanish, Italian, Russian, German and Swedish. In the case of students, recreational goals (vacation, interest, pleasure) counts as much as study objectives (35 %). Where the staff is concerned, goals related to the specialty are more important (36 % against 21 % recreational). – Before and during the engineering training most attention needs to be given to instruction in the English language. It proves to be rather difficult to become engineer without a thorough knowledge of this language. Apart from reading, also the other skills such as understanding, speech and writing, are of great importance. – Regarding French, German and Russian, reading proficiency is sufficient. – In so far students are insufficiently trained in the above mentioned languages during their former schooling, the University of Technology should provide for facilities for additional training. Preferably this language instruction should be optional, allthough individual students could be obligated to make up for the arrears incurred, when study performance indicates such a measure. – Good use is made, for that matter, of the facilities on hand for foreign language studies at the Eindhoven University of Technology for recreational objectives (mainly French and other Roman Languages). English, German and Russian are consi-

dered to be more of working languages. The goal of foreign language studies within the context of an engineering training, therefore, does not necessarily have to be profession oriented, however may also have a recreational, cultural or general educational nature.

Number of workers engaged in the research: 1 researcher;
1 advisor;
3 student-assistants.

Starting date of the research: January 1970
Date of completion: June 1971.

Source of finance of the research: Private means of the University.

Technische Hogeschool Eindhoven, Groep Talen
(Technological University of Eindhoven, Section for Applied Linguistics)

Insulindelaan 2
Eindhoven.

Title of the research: Evaluatie van een audio-visuele cursus Nederlands. (Evaluation of an audio-visual course in the Dutch language).

Name(s) of the principal researcher(s) to whom any enquiries may be addressed: J.M. Ulijn
Section for Applied Linguistics
Insulindelaan 2
Eindhoven.

The research is at present: Completed.

Bibliographic references:

Ulijn, J.M.: Evaluatie van een audio-visuele cursus Nederlands voor Filippijnse verpleegsters. (Evaluation of an audio-visual course for Filipino nurses).
October 1970 (restricted).

Ulijn, J.M.: Evaluatie van een audio-visuele cursus Nederlands.
(Evaluation of an audio-visual course in the Dutch language).
Pedagogische Studiën, vol. 48, 1971; pp. 429-443.

Background and aim(s) of the research: The testing of an audio-visual course in the Dutch language (De Vriendt - Wambach), designed according to the structure-global method Zagreb - St. Cloud, in terms of its usability in homogeneous groups of foreigners, for the learning of the Dutch colloquial language.

Methods:

- Administration of Modern Language Aptitude Test (Caroll-Sapon), New York 1959;
- questionnaire amongst: a. those who learn Dutch, beginners course;
  b. those who spoke this language daily with them (colleagues, head nurses,

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doctors and patients of a hospital);
- statistical analysis: T-tests; averages and frequency distributions.

Size of the research:

147 testees. Data on language aptitude of 57 Philipino nurses. Questionnaires containing: 6 to 29 questions pertaining to:
a. application of the training results on nursing situations;
b. need for reading and writing in nursing situations;
c. study methods beyond the audio-visual course;
d. opinion on the audio-visual course.

Main findings of the research and their implications for education:

The investigation proved that the audio-visual method is evaluated positively and was of sufficient use for adult beginner-students in the Dutch language. With regard to a possible follow-up, the explicite desirability was expressed of explication of grammar and practise of reading proficiency, which, according to students, are insufficiently stressed in audio-visual education. The necessity to design beginners courses aimed at the professional context was indicated.
Results of this questionnaire confirm the opinion that all foreign language courses should be accompanied by standardised tests in order to involve in the evaluation during and after the course cognitive and behavioural factors as well as aspects of attitudes.

Number of workers engaged in the research:

1 researcher;
1 advisor;
1 educational organiser;
4 teachers;
1 student-assistant.

Starting date of the research:
Date of completion:

February 1970.
February 1971.

Source of finance of the research:

1. R.K. Binnenziekenhuis Eindhoven (Roman Catholic Hospital);
2. Private means of the University.

Technische Hogeschool Eindhoven, Groep Talen
(Technological University of Eindhoven, Section for Applied Linguistics)

Insulindelaan 2,
Eindhoven.

Title of the research:

Onderzoek naar de "marktwaarde" van afgestudeerden aan HTS'en en TH's bij sollicitaties.
(Research into the "market-value" of alumnies from Technological Colleges and Universities in job applications).

Name(s) of the principal researcher(s) to whom any enquiries may be addressed:

J.M. Ulijn
Section for Applied Linguistics
Insulindelaan 2
Eindhoven.

The research is at present:	Completed.
Bibliographic references:	Jager, E. de en A. Reunis: Onderzoek naar de "marktwaarde" betreffende de kennis der vreemde talen van HTS'ers en IR's. (Research into the "market-value" of alumnies from Technological Colleges and Universities.) May 1971. Melder, T.: De marktwaarde van talenkennis. (The market-value of language command). Polytechnisch tijdschrift/Aktueel, 13 December 1972; pp. 7-8. Ulijn, J.M.: De marktwaarde van talenkennis en het talenonderwijs aan de HTS. (The market-value of language command and language training in Technological Colleges). Polytechnisch Tijdschrift/Aktueel, 7 February 1973; pp. 11.
Background and aim(s) of the research:	Inventarisation of the demands concerning language command made in the practice of industrial life in technicians, with the object to formulate goals for profession oriented language training a.o. on the basis of the inventarisation.
Sub-divisions of the research:	A. Vacancy advertisement investigation; B. Written questionnaire directed at Dutch concerns and offices of industrial psychology.
Methods:	The vacancy advertisement investigation was executed with the aid of an objective registration method, through which advertisements were chronologically and systematically analysed, whereas duplications (identical advertisements in various papers) were eliminated. As registration method a head was used on which all possible definitions of a particular specification of the vacancy advertisement (such as age, field of study, education, country of employment, etc.) could be established by merely marking down a cross, dash and/or letter. The questionnaire was mailed in the form of a question and answer form; data processing was mainly done by total calculations and proportional reviews.
Size of the research:	Number of advertisements analysed: 2090 for engineers; 6962 for technical college alumni. Advertisements from a complete year volume of 12 weekly papers and technical magazines. Number of questionnaire respondents: 66, distributed over all of the country. Representativity for all technical colleges and universities in the Netherlands is difficult to obtain for want of national statistical material.
Main findings of the research and their implications for education:	The English language is most required, followed by German and French. This holds true for all major subjects at the end of technical college or university education with the exeption of the civil engineering field. French is of greater importance in industrial functions; this, however, is not mentioned in vacancy advertisements because they are supposed to be sufficiently mastered by applicants. In industrial circles the hypothesis is held that university engineers have a greater foreign language command then technical college alumni, as a result of which less requirements relating to this aspect are included in advertisements for the first group.

Number of workers engaged in the research:	2 researchers; 1 advisor; 2 teachers.
Starting date of the research: Date of completion:	September 1970. May 1971.
Total costs of the research (incl. personnel):	Dfl. 3.750,--.
Source of finance of the research:	Netherlands Foundation for Educational Research; School for Higher Technical Education, Dordrecht; private means of the University.

Rijksuniversiteit Groningen, Centrum voor Onderzoek van het Wetenschappelijk Onderwijs (State University of Groningen, Research Centre of Scientific Education)

Oude Kijk in 't Jatstraat 28,
Groningen.

Title of the research:	Herprogrammering van de voor-graadse opleiding in de Rechtskundige faculteit. (Reprogramming of the pre-degree training within the Law faculty).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	H.A. Hoekstra, Oude Kijk in 't Jatstraat 28, Groningen.
The research is at present:	In progress.
The research has not been carried out according the original plan. The reasons were:	See Background and aims of the research.
Bibliographic references:	Hoekstra, H.A., G.W.H. Heynen en T. Hofman: De voor-graadse opleiding in de Rechtskundige Faculteit. (Pre-degree training in the Law faculty). Rijksuniversiteit Groningen, Centrum voor Onderzoek van het Wetenschappelijk Onderwijs, 1972.
Background and aim(s) of the research:	Discord within the law faculty regarding the course led to the request to the Centre to outline the problems present, and to advance discussion on the subject. In the course of the project the final objective became reprogramming of the course on the basis of orienting research. Aim: a. to make students appreciate the educational problems inherent to the programme under consideration; b. reprogramming the course in such a way that current problems are taken into account.
Methods:	Inventarisation; Discussions.
Size of the research:	Law faculty of the State University of Groningen.
Main findings of the research and their implications for education:	In due course of time implementation on a new curriculum is planned.

Starting date of the research:	November 1971.
Date of completion:	App. September 1974.

Rijksuniversiteit Groningen, Centrum voor Onderzoek van het Wetenschappelijk Onderwijs (State University of Groningen, Research Centre of Scientific Education)

Oude Kijk in 't Jatstraat 28,
Groningen.

Title of the research:	Cursus studievaardigheid. (Course study proficiency).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	H.A. Hoekstra, Oude Kijk in 't Jatstraat 28, Groningen.
The research is at present:	In progress.
The findings of the research will be published:	In the form of evaluation reports.
Background and aim(s) of the research:	Studying implicates a process of differentiation of subject matter according to content (Ausubel). The student should learn to know according to which categories of content he differentiates subject matter as well as from which alternatives he might choose. The project attempts to develop and optimalise a course in which this concept can be learnt.
Methods:	Iterative method; differentiation according to objectives implicit in subject matter.
Number of workers engaged in the research:	1 Researcher.
Starting date of the research:	April 1972.
Date of completion:	September 1973.

Rijksuniversiteit Groningen, Instituut voor Algemene Psychologie, Psychologische Instituten "Heymans"
(State University of Groningen, Institute of General Psychology, Psychological Institutes "Heymans")

Oude Boteringestraat 34
Groningen.

Title of the research:	School en maatschappij. (School and Society).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	T.I. Schouwenburg-Knigge Oude Boteringestraat 34 Groningen.
The research is at present:	In progress.

The findings of the research will be published:	Through "Heymans"-bulletins.
Background and aim(s) of the research:	To arrive at a better integration of the school and home environments in schools situated in socio-economically disadvantaged neighbourhoods by means of parent participation.
Methods:	Action-research.
Size of the research:	Results could lead to the design of a model for parent participation in schools in socio-economically disadvantaged neighbourhoods.
Number of workers engaged in the research.	1 researcher.
Starting date of the research: Date of completion:	January 1972. Unknown.
Source of finance of the research:	Private means of the University.

Rijksuniversiteit Groningen, Instituut voor Algemene Psychologie, Psychologische Instituten "Heymans"
(State University of Groningen, Institute of General Psychology, Psychological Institutes "Heymans")

Oude Boteringestraat 34,
Groningen.

Title of the research:	IJking van een nieuwe vorm van de S.O.N.-test voor de leeftijd van 2 1/2 tot 7 jaar. (Gauging of a new version of the S.O.N.-test for the ages of 2 1/2 to 7 years).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. Th. Snijders, Oude Boteringestraat 34, Groningen.
The research is at present:	Completed.
The findings of the research will be published:	In a series of tests and manuals.
Background and aim(s) of the research:	Revision and gauging of the S.O.N.-test in order to prevent the becoming obsolete of this commonly used instrument in intelligence research.
Sub-divisions of the research:	a. Preparatory research and definite determination of the test series; b. Gauging research.
Size of the research:	App. 850 children (hearing as well as deaf); national sample.
Starting date of the research: Date of completion:	August 1967. 1973.
Total costs of the research:	1967 Dfl. 5.000,-- 1968 Dfl. 22.800,-- 1969 Dfl. 3.500,--.

Source of finance of the research: Netherlands Foundation for Educational Research.

Rijksuniversiteit Groningen, Instituut voor Algemene Psychologie, Psychologische Instituten "Heymans"
(State University of Groningen, Institute of General Psychology, Psychological Institutes "Heymans")

Oude Boteringestraat 34,
Groningen.

Title of the research:	Ontwikkeling van een nieuwe versie van de S.O.N.-test voor 7- tot 17-jarigen. (Development of a new version of the S.O.N. test for the age group of 7-17 year olds).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. Starren, Oude Boteringestraat 34, Groningen.
The research is at present:	In progress.
Bibliographic references:	Starren, J.: Ontwikkeling van een nieuwe versie van de S.O.N.-test voor 7-17-jarigen. (Development of a new version of the S.O.N. test for 7-17 year olds). Groningen, Tjeenk Willink, 1973.
The findings of the research are published:	In the form of a final report/dissertation and test manuals.
Background and aim(s) of the research:	Continuation of a project executed by the Institute concerning the same subject directed at the age group of 2 1/2 - 7 year olds (also included in this questionnaire).
Methods:	Item analysis; correlations; factor analysis; variance analysis.
Size of the research:	Construction phase: 100 children; Preliminary research phase: 300 children; Gauging phase: 750 deaf and 2500 hearing children (divided over 10 age groups).
Starting date of the research:	1968.
Date of completion:	1973.
Total costs of the research (incl. personnel):	1968 Dfl. 2.000,-- 1969 Dfl. 10.300,-- 1970 Dfl. 43.800,-- 1971 Dfl. 38.300,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Groningen, Instituut voor Onderwijskunde
(State University of Groningen, Pedagogical Institute)

Westerhaven 16,
Groningen.

Title of the research:	Projekt Kleuter- en Basisonderwijs ten Plattelande. (Project nursery and primary education in country schools).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	R. Boerma, Westerhaven 16, Groningen.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a final report.
Background and aim(s) of the research:	In co-operation with authorities from the various levels, teachers and parents, the project seeks for an organisational-structure solution to the problems of the schools of the above mentioned category. The resulting model is tested in municipalities in the province of Groningen.
Sub-divisions of the research:	– Activities within the municipality of Steenwijkerwold; – Activities within the municipality of Opsterland.
Methods:	Action research.
Size of the research:	2 Research areas: 12 schools (nursery and primary education); 30 teachers; inspection; educational advisors; parent associations/school boards; municipal authorities.
Main findings of the research and their implications for education:	Apart from learning effects in the project-staff, the following results can be mentioned: - project model; innovation model; appreciation of those concerned of the problems in the field; insight in the regional educational problems.
Number of workers engaged in the research:	6 Reseachers; 7 Student-assistants.
Starting date of the research: Date of completion:	May 1969. September 1974.
Total costs of the research (incl. personnel):	App. Dfl. 1.525.500,--.
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Groningen, Instituut voor Onderwijskunde
(State University of Groningen, Pedagogical Institute)

Westerhaven 16,
Groningen.

Title of the research:	Ontwikkeling van een testbatterij voor het meten van creatieve vaardigheden bij kinderen van ca. 12 jaar. (Development of a test-battery for the measurement of creative skills in children of app. 12 years of age).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	M. Nijsse, Westerhaven 16, Groningen.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a final report.
Background and aim(s) of the research:	Construction and evaluation of a test-battery for the measurement of creative skills in children from the 5th grade in elementary school. Insight in relations with other intellectual proficiencies, personality characteristics, environmental influences and actualised creative behaviour.
Methods:	Creativity test (Wallach and Kogan); P.M.T.-test for children (Hermans); Self-description (largely on the basis of Getzels and Jackson); Assessment by interviewers (largely on the basis of Wallach and Kogan); Statistical processing: Variance analysis; Mean testing; correlations; reliability tests.
Size of the research:	6th grade pupils from 10 elementary schools in Groningen and surrounding areas (app. 250 in total); test-time app. 4 hours.
Starting date of the research: Date of completion:	June 1972. End 1973.
Total costs of the research (incl. personnel):	1972: Dfl. 21.800,--.
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Groningen, Instituut voor Onderwijskunde
(State University of Groningen, Pedagogical Institute)

Westerhaven 16,
Groningen.

Title of the research:	Het ontwikkelen van een onderwijsleerpakket voor het vak geschiedenis ten behoeve van de didactische aansluiting tussen basis- en voortgezet onderwijs. (Development of a teaching/learning package for the subject of history in view of the didactical connection between primary and continued education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	L. Postma, Westerhaven 16, Groningen.
The research is at present:	In progress.
Bibliographic references:	Van den Berg, A.H. en L. Postma: Development of a model for curriculum research and development, paper for the Workshop on Curriculum Research and Development, December 1970 (final report 1973).
Background and aim(s) of the research:	Contribution to theory development concerning curriculum research and development. Aimed is at the construction of a method and organisation for curriculum development and the development and introduction of a curriculum for social world orientation with the object to provide a didactical connection between primary and continued education.
Methods:	Problem-analysis; literature study; development of an innovation scheme; teacher courses; questionnaires; observation; process and product evaluation.
Size of the research:	40 Schools devided in 4 groups of 10 schools each. Per group 6 primary schools and 4 schools for continued education are included; experimental groups and control groups involving teachers.
Starting date of the research: Date of completion:	August 1968. December 1973.
Total costs of the research (incl. personnel):	1968 : Dfl. 21.900,-- 1969 : Dfl. 95.000,-- 1970 : Dfl. 210.800,-- 1971 : Dfl. 385.100,-- 1972 : Dfl. 534.700,--.
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Groningen, Instituut voor Onderwijskunde
(State University of Groningen, Pedagogical Institute)

Westerhaven 16,
Groningen.

Title of the research:	Literatuuronderzoek over methoden en organisatie van het onderwijskundig onderzoek in de U.S.S.R. over de periode 1958-1968. (Literature research on methods and organisation of educational research in the U.S.S.R. during the period 1958-1968).

Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.F. Vos Westerhaven 16 Groningen.
The research is at present:	Completed.
The research has not been carried out according the original plan. The reasons were:	The objective of the investigation was broadened during the execution of the project and covered in the end the period from before 1917 up to and including the 60's since the subject to be studied can not be completely understood without sufficient knowledge of the preceding developments.
Bibliographic references:	Vos, J.F.: Onderwijskunde en onderwijsresearch in de U.S.S.R. (Pedagogy and educational research in the U.S.S.R.). Groningen, Instituut voor Onderwijskunde, 1970.
Background and aim(s) of the research:	Collection of data on organisation and methods of educational research in the U.S.S.R., in particular during the period 1958-1968, based on the need of reflection on methods and organisation of educational research in the Netherlands.
Methods:	Literature study.
Main findings of the research and their implications for education:	The study of organisation and methods of educational research in the U.S.S.R. could provide a valuable contribution to educational knowledge in the Netherlands, particularly in relation to scientific innovation of education. Further research, however, is necessary.
Number of workers engaged in the research:	1 researcher; 1 supervisor.
Starting date of the research: Date of completion:	January 1969 December 1970.
Total costs of the research (incl. personnel):	1969 Dfl. 31.000,-- 1970 100,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Groningen, Instituut voor Onderwijskunde
(State University of Groningen, Pedagogical Institute)

Westerhaven 16,
Groningen.

Title of the research:	Onderzoeksproject vergelijkende onderwijskunde betreffende het onderwijskundig onderzoek en de onderwijsinnovatie in de U.S.S.R. (Research project comparative pedagogy regarding educational research and educational innovation in the U.S.S.R.).

Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.F. Vos Westerhaven 16 Groningen.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a final report.
Background and aim(s) of the research:	The project is a follow up of the literature research projects on methods and organisation of educational research in the U.S.S.R. (also included in this volume). Description of backgrounds, organisation and execution of educational research (educational experiments) in Eastern European countries, and particularly those aspects that are concerned with educational innovation. novation.
Methods:	Literature study; visits to institutes in eastern European countries.
Size of the research:	The study is concerned with the U.S.S.R., East-Germany and Poland.
Number of workers engaged in the research:	1 researcher; 1 supervisor.
Starting date of the research: Date of completion:	January 1972. December 1973.
Total costs of the research (incl. personnel):	1971 Dfl. 1.400,-- 1972 3.000,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Groningen, Instituut voor Orthopedagogiek
(State University of Groningen, Institute for Special Education)

Grote Rozenstraat 15
Groningen.

Title of the research:	Nederlandse bewerking van de Cain-Levine Social Competency Scale. (Dutch adaption of the Cain-Levine Competency Scale).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	D.W. Krayet; G.N. Kema Grote Rozenstraat 15 Groningen.
The research is at present:	Completed.
Bibliographic references:	Handleiding Sociale Redzaamheidsschaal voor Zwakzinnigen. (Social Competency Scale Manual for the mentally defective). Amsterdam, Swets en Zeitlinger.
Background and aim(s) of the research:	Attuning treatment and education to developmental level.

Sub-divisions of the research:	Programming of methods of treatment.
Methods	Item and factor analysis.
Size of the research:	2300 testees.
Main findings of the research and their implications for education:	Effects of certain types of treatment or educational methods can be determined through repeated testing on the scale.
Number of workers engaged in the research:	2 researchers.
Starting date of the research: Date of completion:	March 1968. September 1971.

Rijksuniversiteit Groningen, Instituut voor Orthopedagogiek
(State University of Groningen, Institute for Special Education)

Grote Rozenstraat 15,
Groningen.

Title of the research:	De invloed van sociale en psychologische factoren op het schoolsucces. (The influence of social and psychological factors on school performance).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	G.N. Kema, Grote Rozenstraat 15, Groningen.
The research is at present:	In progress.
Bibliographic references:	Articles in Pedagogische Studiën, 1962-1964.
Background and aim(s) of the research:	Improvement of educational results.
Methods:	Follow-up research.
Size of the research:	650 testees: 300 pupils 6th form primary education in the province of Drenthe; 350 pupils from the province of Groningen.
Main findings of the research and their implications for education:	During primary school attendance the prognostic value of the group-intelligence test increases, whereas the value of the principals' assessment decreases considerably. This assessment has no value at all with regard to long term predictions. These results were confirmed in a second follow-up research project.
Starting date of the research: Date of completion:	1958. Unknown.

Rijksuniversiteit Groningen, Instituut voor Orthopedagogiek
(State University of Groningen, Institute for Special Education)

Grote Rozenstraat 15,
Groningen.

Title of the research:	Bewerking voor Nederland van de P.M.A. 2-4. (Dutch adaptation of the P.M.A. 2-4).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	G.N. Kema Grote Rozenstraat 15 Groningen.
The research is at present:	Completed.
Bibliographic references:	Handleiding bij de Nederlandse bewerking van de P.M.A. 2-4. (Manual for the Dutch adaptation of the P.M.A. 2-4). Amsterdam, Swets en Zeitlinger.
Background and aim(s) of the research:	P.M.A. is gauged on three samples from ordinary primary education, special primary education for children with educational and learning problems, and special primary education for the mentally deficient
Sub-divisions of the research:	A number of units were added to the original P.M.A. 2-4; these are more specifically concerned with learning conditions. Further elaboration is directed towards the psycho-linguistic model.
Methods:	Gauging research and latent profile; analysis research.
Size of the research:	2800 testees distributed all over the country.
Main findings of the research and their implications for education:	Further research in pupils (N=1000) of ordinary primary education, form 2, proves that school performance can be predicted only partly by so-called intelligence factors (P.M.A.), and much more so by learning conditions. The last-mentioned are a.o. operationalised by means of a number of units of the I.T.P.A., taken in a class-teaching context.
Number of workers engaged in the research:	1 researcher; 10 assistants.
Starting date of the research: Date of completion:	January 1971. October 1972 (follow-up continues).

Rijksuniversiteit Groningen, Interfacultair Instituut voor de Algemeen Pedagogisch-Didactische Vorming van a.s. Leraren
(State University of Groningen, Interfaculty Institute of General Pedagogical-Didactical Training of Prospective Teachers)

Grote Rozenstraat 31
Groningen.

Title of the research:	Confrontatie en motivatie. (Confrontation and motivation).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	W.M. Hopman Duinerlaan 1 Eelde.
The research is at present:	Completed.
Bibliographic references:	Confrontatie en motivatie, op zoek naar een nieuwe lerarenopleiding. (Confrontation and motivation, in search of a new teacher training approach). Leiden, Stafleu (at the printers).
Background and aim(s) of the research:	How much can optimally be attained in a restricted time interval (40 hours) in terms of motivation to prepare oneself independently for the teaching profession by confrontation with educational problems.
Sub-divisions of the research:	a. Usability of video-tapes as a warming-up for discussion; b. possibilities of simulation games as information agents in the teaching/learning process; c. measurement of attitude modifications; comparison study and block lectures.
Methods:	a. Internal evaluation by participants; b. participant observation by group leaders; c. external evaluation by statistical test processing (tests were taken twice); completion of attitude scales.
Size of the research:	80 students; control group of 140 students.
Main findings of the research and their implications for education:	a. Through the confrontation method, motivation is (temporarily) enlarged in most of the students; b. with regard to the partial objectives, simulation games and video-tapes functioned perfectly; c. result attitude modification: scanty, however in the desired direction.
Number of workers engaged in the research.	4 researchers; 1 student-assistant.
Starting date of the research: Date of completion:	September 1971. February 1973.
Source of finance of the research:	Private means of the University.

Rijksuniversiteit Groningen, Research Instituut voor het Onderwijs in het Noorden (State University of Groningen, Research Institute for Education in the North)

Westersingel 19,
Groningen.

Title of the research:	Rekenproject Meisjes Nijverheids-Onderwijs. (Arithmetic project in technical and domestic science training for girls).

Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	W.J. Brandenburg Westerhaven 16 Groningen.
The research is at present:	Partly completed (orientation phase for possible introduction).
The findings of the research will be published:	In a report, teaching programmes for the transitional class and a manual for teachers.
Methods:	Questionnaire; interview; tests.
Size of the research:	a. Arithmetic teachers in technical and domestic science training, lower level; b. students of these schools, in number varying between 85 and 100 schools.
Main findings of the research and their implications for education:	Teachers are receptive regarding new arithmetic didactics. Teachers consider the textbook to be an important educational problem. New arithmetic didactics could lead to improvement of achievements in arithmetic studies.
Number of workers engaged in the research:	1 researcher; 4 student-assistants.
Starting date of the research: Date of completion:	March 1966. March 1971.
Total costs of the research (incl. personnel):	Dfl. 100.000,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Leiden, Vakgroep Onderwijskunde
(State University of Leyden, dept. of Educational Psychology)

Rijnsburgerweg 146,
Leiden.

Title of the research:	Begeleiding L.H.N.O. (Counceling elementary technical and domestic science instruction).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	P. van den Broek, Rijnsburgerweg 146, Leiden.
The research is at present:	In progress.
Bibliographic references:	Interimrapporten (Interim reports) I, II, III, 1971, 1972, 1973.
The findings of the research will be published:	In magazine articles.
Background and aim(s) of the research:	Information and counseling of teachers with the aid of pupil-data improves the effect of education.

Methods:	– Written questionnaires; – Observation lists; – School achievement tests; – Intelligence tests; – Interest and motivation tests.
Size of the research:	App. 500 testees from the west and middle of the Netherlands.
Main findings of the research and their implications for education:	Developmental differences are found in classes which benefitted from counseling and classes that did not.
Number of workers engaged in the research:	1 researcher; 1 student-assistant.
Starting date of the research: Date of completion:	September 1970. App. mid. 1974.
Source of finance of the research:	Private means of the University; Christian Pedagogical Study Centre; Schools.

Rijksuniversiteit Leiden, Vakgroep Onderwijskunde
(State University of Leyden, dept. of Educational Psychology)

Rijnsburgerweg 146,
Leiden.

Title of the research:	Begeleiding individueel technisch onderwijs (Counseling of the individual technical instruction).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	P. van den Broek, Rijnsburgerweg 146, Leiden.
The research is at present:	In progress.
The findings of the research will be published:	In a report and in a magazine article.
Background and aim(s) of the research:	Assistance to the school in respect to determination of pupils and the solving of learning problems.
Sub-divisions of the research:	– Interest-development research; – Motivation-development research.
Methods:	Test methods; School achievement tests.
Size of the research:	App. 100 testees from Leyden and surrounding areas.
Main findings of the research and their implications for education:	As yet the necessity of counseling is demonstrated; research into method and effect is carried out.
Number of workers engaged in the research:	1 researcher and a varying number of assistants.
Starting date of the research: Date of completion:	September 1972. August 1974.
Source of finance of the research:	Private means of the University.

Rijksuniversiteit Leiden, Vakgroep Onderwijskunde
(State University of Leyden, dept. of Educational Psychology)

Rijnsburgerweg 146,
Leiden.

Title of the research:	Frankfurter Schulreife Test. (Frankfurter Schoolreadiness Test).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	F.M.E. Gerritsen, Stationsplein 10, Leiden.
The research is at present:	Partly completed.
Bibliographic references:	Pedagogisch Forum. Nr. 5, 1968; nr. 6, 1969; nr. 6, 1970; nr. 5/6, 1972.
The findings of the research will be published:	Probably in the form of a report.
Background and aim(s) of the research:	Gauging of schoolreadiness test - F.S.T.
Sub-divisions of the research:	a. Research into visual-motoric development of children from the last group in kindergarten from various socio/economical background; b. Research into auditive discrimination.
Methods:	– Group research; – Statistical data processing.
Size of the research:	Testees: app. 1000 children from Leyden and 's Hertogenbosch.
Main findings of the research and their implications for education:	Further gauging does not seem necessary in view of the present results. The investigation indicates that: – existing tests should be used with great caution; – all tests, incl. F.S.T., may only be used as a detection instrument concerning children with potentially impeded learning abilities. Following that, extensive individual research should follow. All tests may only be used to determine which form of ordinary or special education is most suitable for the child concerned (particularly with regard to the observation-class in schools for children with learning and educational difficulties). On the basis of the results of a schoolreadiness test exclusively, no decision can be taken.
Number of workers engaged in the research:	2 researchers.
Starting date of the research: Date of completion:	October 1967. October 1973.
Source of finance of the research:	Private means.

Rijksuniversiteit Leiden, Vakgroep Onderwijskunde
(State University of Leyden, dept. of Educational Psychology)

Rijnsburgerweg 146,
Leiden.

Title of the research:	Studieprestatietest Leiden. (Schoolachievement test of Leyden).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	W.L.L. Hulsman, Rijnsburgerweg 146, Leiden.
The research is at present:	In progress.
Bibliographic references:	Studieprestatietest Leiden, nr. 1-6. (Schoolachievement Test of Leyden, nr. 1-6).
The findings of the research will be published:	In the form of project reports.
Background and aim(s) of the research:	Improvement of admission procedures for continued education, and improvement of transition primary education - continued education.
Sub-divisions of the research:	a. Underachieving; b. Counseling 5th grade primary education; c. Determination of factors influencing choice of school.
Methods:	– Group research school knowledge and intelligence; – Questionnaires.
Size of the research:	App. 500 pupils per year group (all 6th, resp. 5th graders) in the region of Leyden.
Main findings of the research and their implications for education:	Lack of explicit definition of subject matter in primary education; necessity of improvement of co-operation between primary and continued education.
Number of workers engaged in the research:	1 Researcher; 1 Assistant.
Starting date of the research:	December 1960.
Source of finance of the research:	a. Private means; b. BAVO-Leyden.

Rijksuniversiteit Leiden, Vakgroep Onderwijskunde
(State University of Leyden, dept. of Educational Psychology)

Rijnsburgerweg 146,
Leiden.

Title of the research:	Onderzoek naar de mogelijkheden en effecten van het gebruik van T.V. in de theorielessen didactiek bij de opleiding van a.s. onderwijzers. (Research into the possibilities and effects of the use of television in theory lessons in didactics in teacher training).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	F.K. Kieviet, Stationsplein 10, Leiden.
The research is at present:	Completed.
Bibliographic references:	Kieviet, F.K.: Televisie in de opleiding van leerkrachten. (Television in teacher training). Pedagogische Studiën, 1971. September. Kieviet, F.K. en H.J. Kooreman: Eindverslag van een onderzoek naar mogelijkheden en effecten van het gebruik van videobanden in de theoretische didactiek bij de opleiding van a.s. onderwijzers. (Final report of an investigation into possibilities and effects of the use of television in theoretical didactics in teacher training). Utrecht, Pedagogisch Instituut, 1971.
Background and aim(s) of the research:	Realisation of optimal integration of theory and practice by means of lesson observation, and evaluation of the method applied.
Sub-divisions of the research:	a. Influence of the use of video-tapes in didactics on knowledge, insight and application of didactics; b. influence of didactical instruction with the aid of a video-tape on the command of an educational technique: narrative technique; interview technique. c. attitude with regard to didactical instruction with or without video-tapes.
Methods:	lesson observation; video-tape lesson recordings; didactical analysis; tests; questionnaires; attitude scale.
Size of the research:	– students from 2 classes in the first study year of the first course in a teacher training academy; – control group consisting of 1 class as mentioned above; – 4 blocks of 5 lessons each; – 10 primary schools.
Main findings of the research and their implications for education:	It is concluded that: a. expectations concerning didactical instruction with the aid of video-tapes are high, compared to regular didactical instruction; b. didactical instruction with the aid of video-tapes appear to meet expectations fairly well; c. didactical instruction with the aid of video-tapes are more appreciated than those without.
Number of workers engaged in the research:	1 researcher 3 research assistants.
Starting date of the research: Date of completion:	1968 March 1971

Total costs of the research (incl. personnel):	1968 Dfl. 5.000,- 1969 9.500,-
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Leiden, Vakgroep Onderwijskunde
(State University of Leyden, dept. of Educational Psychology)

Rijnsburgerweg 146,
Leiden.

Title of the research:	Onderzoek naar de mogelijkheden en effecten van het gebruik van T.V. bij gedragstraining van a.s. onderwijzers (microteaching). (Research into the possibilities and effects of the use of television in behaviour training of teacher-trainees) (micro-teaching).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	F.K. Kieviet, Stationsplein 10, Leiden.
The research is at present:	Completed.
The research has not been carries out according the original plan. The reasons were:	Apart from the sub-projects mentioned, originally a third sub-project was planned with regard to the planning of a demonstration test. Schedule changes in the teacher training academy concerned has led to the decision to abandon this intention.
Bibliographic references:	Kieviet, F.K.: Onderzoek van een nieuwe methode in de opleiding van leerkrachten: microteaching. (Research on a new method in teacher training: microteaching). Pedagogische Studiën, 1971. May. Kieviet, F.K. a.o.: Eindverslag van een onderzoek naar mogelijkheden en effecten van het gebruik van T.V. bij gedragstraining van a.s. onderwijzers (microteaching). (Final report om possibilities and effects of the use of television in behaviour training of teacher-trainees). Utrecht, Pedagogisch Instituut, 1971.
Background and aim(s) of the research:	Direct training of teacher personnel; evaluation of the method applied.
Sub-divisions of the research:	a. Exercise in narrative techniques; b. exercise in interview techniques.
Methods:	Tests; questionnaire; analysis of protocols; observation.
Size of the research:	Students from two third classes of a teacher training academy devided over 8 persons. Per class two groups, the rest serves as control group. Four schools.
Main findings of the research and their implications for education:	During the investigation much experience was acquired with the method of microteaching and suggestions for further, more elaborate research evolved.

Starting date of the research:	September 1968.
Date of completion:	March 1971.
Total costs of the research (incl. personnel):	1968 Dfl. 5.000,-- 1969 9.000,--.
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Leiden, Vakgroep Onderwijskunde
(State University of Leyden, dept. of Educational Psychology)

Rijnsburgerweg 146,
Leiden.

Title of the research:	Een onderzoek inzake micro-teaching in de opleiding van onderwijzers. (Research into micro-teaching in teacher-training).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	F.K. Kieviet, Stationsplein 10, Leiden.
The research is at present:	Completed.
Bibliographic references:	Kieviet, F.K.: Microteaching als methode in de opleiding van leerkrachten. (Microteaching as a method in teacher training). Vaassen, Van Walraven, 1972. 208 p.
Background and aim(s) of the research:	Micro-teaching possibly contributes to the improvement of teacher training and also possibly opens perspectives for the development of the training of teachers in a general context. The object of the project is the determination of the effect of a particular form of micro-teaching on various ways in which the teacher-trainee can be involved in micro-teaching. The project relates to other research (also included in this volume) into possibilities and effects of the use of television in behaviour training of prospective teachers.
Methods:	Videorecorder; tests; observation; participation; written and oral instruction.
Size of the research:	Prospective teachers from the 1st study year of 4 teacher training academies (208 students in total); students from 6 elementary schools; 4 experimental groups of 20 persons each (minimum).
Starting date of the research:	January 1970.
Date of completion:	June 1972.
Total costs of the research (incl. personnel):	1969 Dfl. 18.800,-- 1970 42.200,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Leiden, Vakgroep Onderwijskunde
(State University of Leyden, dept. of Educational Psychology)

Rijnsburgerweg 146,
Leiden.

Title of the research:	Voorstudie: Ontwikkeling van een model voor onderwijsleerpakketten voor het trainen van onderwijsvaardigheden. (Orientation study: development of a model for teaching/learning packages for the training of teaching skills).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	F.K. Kieviet, Stationsplein 10, Leiden.
The findings of the research will be published:	In the form of a final report.
Background and aim(s) of the research:	Starting point is the workability of micro-teaching in the training of teaching skills. The object is to acquire information to be able to set up an adequate project for the testing of (a) model(s) for teaching/learning packages for the training of teaching skills.
Methods:	Literature study; questionnaire; interview; discussions with specialists.
Main findings of the research and their implications for education:	An attempt is made to answer questions such as: a. which models are possible; b. which are the peripheral conditions to be realised with regard to application of a teaching/learning package according to the resp. models; c. which experiences were acquired elswhere; d. which teaching skills are to be considered for study; e. what is known on the didactical effects of these skills; f. what types of research are necessary for the testing of the workability of a model.
Number of workers engaged in the research:	2 researchers.
Starting date of the research: Date of completion:	September 1971 End 1973.
Total costs of the research (incl. personnel):	1971 Dfl. 10.800,-- 1972 3.600,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Leiden, Vakgroep Onderwijskunde
(State University of Leyden, dept. of Educational Psychology)

Rijnsburgerweg 146,
Leiden.

Title of the research:	Ontwikkeling minicursus 9. (Development of a minicourse "higher cognitive questioning").
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	F.K. Kieviet; P.L. van der Plas Stationsplein 10, Leiden.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a report.
Background and aim(s) of the research:	a. Adaptation of an American mini-course; b. Study of adaptation and transfer problems.
Methods:	– Observation; – Questionnaire; – Interview; – Written output of testees.
Size of the research:	National sample of 2 times 30 testees.
Main findings of the research and their implications for education:	Improvement of teacher training, specifically with regard to teaching proficiency.
Number of workers engaged in the research:	2 researchers; 1 technician; large number of (student) assistants.
Starting date of the research: Date of completion:	September 1972. May 1974.
Total costs of the research (incl. personnel):	Dfl. 161.000,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Leiden, Vakgroep Onderwijskunde
(State University of Leyden, dept. of Educational Research)

Rijnsburgerweg 146,
Leiden.

Title of the research:	Computer Assisted Instruction.
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	L. de Klerk, Stationsplein 10, Leiden.
The research is at present:	In progress.
The findings of the research will be published:	In the form of magazine articles.
Background and aim(s) of the research:	Development of computer assisted instruction and experimental innovation.
Sub-divisions of the research:	The counterpart of the project is executed at the Free University, Amsterdam, Psychological Research Laboratory, De Boelelaan 1115, Amsterdam.

Methods:	Exploration; experiments.
Size of the research:	Several hundreds of testees from Leyden and surrounding areas.
Main findings of the research and their implications for education:	Innovation of computer assisted instruction in elementary, secondary and higher education.
Number of workers engaged in the research:	2 researchers; 1 assistant; 2 student-assistants.
Starting date of the research: Date of completion:	January 1970. 1978.
Total costs of the research (incl. personnel):	Dfl. 2.000.000.--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Leiden, Vakgroep Onderwijskunde
(State University of Leyden, dept. of Educational Psychology)

Rijnsburgerweg 146,
Leiden.

Title of the research:	Begeleiding Brugklas A.V.O. (Counseling transitional class in general education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	I.J.B. v.d. Sluis; W.P. Weyzen, Rijnsburgerweg 146, Leiden.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a dissertation.
Background and aim(s) of the research:	Investigation into variables that determine the teaching/learning process in the transitional class in general education, and designing of counseling strategies.
Methods:	– Objective tests; – Data processing by means of statistical technique (multiple correlations, canonical discriminant analysis).
Size of the research:	300 to 400 pupils per year in the Leyden region.
Number of workers engaged in the research:	2 researchers; 2 student-assistants.
Starting date of the research: Date of completion:	October 1971. Unknown.
Source of finance of the research:	Private means of the University.

Rijksuniversiteit Leiden, Vakgroep Onderwijskunde
(State University of Leyden, dept. of Educational Psychology)

Rijnsburgerweg 146,
Leiden.

Title of the research:	Cognitieve functionering van leerlingen in het individueel beroepsonderwijs. (Cognitive functioning of students in individual vocational training).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	W.P. Weyzen; C. Tienstra, Rijnsburgerweg 146, Leiden.
The research is at present:	In progress.
The findings of the research will be published:	In a interim report.
Background and aim(s) of the research:	Accumulation of knowledge concerning the teaching/learning process.
Methods:	Objective tests.
Size of the research:	App. 150 testees from the south-west of the Netherlands.
Number of workers engaged in the research:	2 researchers.
Starting date of the research: Date of completion:	September 1972. 1974.
Source of finance of the research:	Private means of the University.

Katholieke Universiteit, Nijmegen, Instituut voor Onderwijskunde
(Catholic University of Nijmegen, Institute of Education)

Erasmuslaan 40,
Nijmegen.

Title of the research:	Onderzoek naar het effect van een training in interaktie-analyse op de flexibiliteit van het verbale onderwijsgedrag. (Research into the effect of a training in interaction analysis on the flexibility of verbal behaviour in teachers).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	B. Brus; A. Jaspers; S. Veenman; B.J. Wolters Erasmuslaan 40, Nijmegen.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a dissertation.

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Background and aim(s) of the research:	Testing of a teaching/learning package "verbal interaction analysis" for (in service) training of teachers.
Methods:	– Observation by means of the "Verbal Interaction Category System" (VICS), Amidon and Hunter; – Determination of class-climate with the aid of questionnaires directed at students.
Size of the research:	Experimental group: 24 testees (elementary school teachers from Nijmegen and surrounding areas); Control group: 24 testees (elementary school teachers from Arnhem and surrounding areas).
Number of workers engaged in the research:	5 researchers; 2 student-assistants.
Starting date of the research: Date of completion:	January 1971. May 1973.
Total costs of the research (incl. personnel):	Dfl. 172.000,--
Source of finance of the research:	a. Netherlands Foundation for Educational Research. b. Private means of the University.

Katholieke Universiteit, Nijmegen, Instituut voor Onderwijskunde
(Catholic University of Nijmegen, Institute of Education)

Erasmuslaan 40,
Nijmegen.

Title of the research:	De arbeidssatisfaktie van leerkrachten. (Job satisfaction of teachers).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.J.R.M. Corten, Erasmuslaan 40, Nijmegen.
The research is at present:	In progress.
Background and aim(s) of the research:	Determination of the dimensions to be distinguished in the job satisfaction of teachers in primary education; determination of the variables - in teachers within the school situation - that render significant differences in these dimensions.
Methods:	Written questionnaire.
Size of the research:	225 Testees from all parts of the country; 48 Questions concerning job satisfaction; App. 40 other variables.
Main findings of the research and their implications for education:	In teachers job satisfaction five dimensions emerged.
Number of workers engaged in the research:	1 Researcher; 2 Student-assistants.

Starting date of the research:	August 1970.
Date of completion:	June 1973.
Total costs of the research (incl. personnel):	Dfl. 25.000,--.
Source of finance of the research:	Private means.

Katholieke Universiteit, Nijmegen, Instituut voor Onderwijskunde
(Catholic University of Nijmegen, Institute of Education)

Erasmuslaan 40,
Nijmegen.

Title of the research:	Voorstudie opleidingsproblematiek. (Orientation study with regard to teacher training).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	T.M.A.M. Hendriks, Erasmuslaan 40 Nijmegen.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a final report.
Background and aim(s) of the research:	Inventarisation and systematising of available scientific information; clarification of problems. Starting point are the existing problems in the training of teachers for kindergarten, primary and continued education.
Methods:	Literature study.
Starting date of the research:	June 1972.
Date of completion:	June 1973.
Source of finance of the research:	Netherlands Foundation for Educational Research.

Katholieke Universiteit, Nijmegen, Instituut voor Onderwijskunde
(Catholic University of Nijmegen, Institute of Education)

Erasmuslaan 40,
Nijmegen.

Title of the research:	Aanpassing van leestoetsen voor blinden. (Adaptation of reading tests for the blind).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	M.J.C. Mommers, Erasmuslaan 40, Nijmegen.
The research is at present:	In progress.

The research has not been carried out according the original plan. The reasons were:	In the course of the project, more stress was put on Explorative research into factors influencing braille-reading.
The findings of the research will be published:	Two publications are planned: – Reading test including an account (in Dutch), Library for the Blind Le Sage ten Broek, Panovenlaan 1, Nijmegen. – Report on the explorative part of the research (probably in English); possibly printed by the American Printing House for the Blind.
Background and aim(s) of the research:	Assist reading instruction to the blind.
Sub-divisions of the research:	a. Adaptation of readingtests; b. Explorative research into factors influencing braille-reading.
Methods:	– Tests; – Interview; – Questionnaire.
Size of the research:	App. 120 testees; per pupil 12 tests and 2 questionnaires are used; the investigation is directed at all blind children that don't suffer additional handicaps, and attend primary education.
Main findings of the research and their implications for education:	The tests allow for a more objective evaluation of reading performance. Data on reading-pace in braille-readers can be of influence on the curriculum and the internal organisation of the school voor the blind.
Number of workers engaged in the research:	1 Researcher; 4 Student-assistants.
Starting date of the research: Date of completion:	January 1970. December 1973.
Total costs of the research (incl. personnel):	Dfl. 60.000,--.
Source of finance of the research:	a. Netherlands Foundation for Educational Research; b. Private means.

Katholieke Universiteit, Nijmegen, Instituut voor Onderwijskunde, afd. Leraarenopleiding (Catholic University of Nijmegen, Institute of Education, Teacher Training dept.)

Erasmuslaan 40,
Nijmegen.

Title of the research:	De persoonlijkheid van de leraar in het voortgezet onderwijs. Creatieve persoonlijkheidskenmerken. (The personality of the secondary school teacher - Creative personality characteristics).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	B.J. Wolters; A. Knoers (supervisor), Erasmuslaan 40, Nijmegen.
The research is at present:	In progress.

The findings of the research will be published:	In the form of a dissertation.
Background and aim(s) of the research:	– Study of creativity (personality and process); – Relation creativity and education (in actual practice and ideally); – Creativity in teachers and relation to aspects of task conception.
Sub-divisions of the research:	– A theoretical treatise on creativity; – The relation between creativity and education in actual practice; – An empirical investigation among teachers of pre-university and higher general continued education.
Methods:	Tests and attitude scales.
Size of the research:	– Probably 100 testees all over the country; – 1 test 49 items; 1 test 20 items; 1 test 150 items, 1 test 70 items; – The sample drawn by the Institute for Applied Sociology of Nijmegen regarding task conception of teachers.
Main findings of the research and their implications for education:	Under consideration is the relation between creativity and article 42 of the formulation of objectives for pre-university and higher general continued education. This has consequences for the teacher training.
Starting date of the research: Date of completion:	January 1971. January 1974.
Source of finance of the research:	Negotiations with regard to the source of finance are held.

Katholieke Universiteit, Nijmegen, Instituut voor Onderzoek van het Wetenschappelijk Onderwijs
(Catholic University of Nijmegen, Centre for Research into Higher Education)

Oranjesingel 41,
Nijmegen.

Title of the research:	Doorstroming naar tertiair onderwijs. (Student flow into tertiary education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. Wagemakers, Oranjesingel 41, Nijmegen.
The research is at present:	In progress.
Bibliographic refererences:	Thermans, F.B.M. en H.A.J. Verdonk: Doorstroming naar tertiair onderwijs. (Student flow into tertiary education). Nijmegen, Instituut voor Onderzoek van het Wetenschappelijk Onderwijs, 1972, 192 p.p.
Background and aim(s) of the research:	Obtaining insight in the process that allows students to reach tertiary education, including related factors.

Methods:	– Questionnaires; – Statistical techniques; – Factor analysis; – Multiple analysis of regression.
Main findings of the research and their implications for education:	There is a great difference between allocation processes and the relating factors concerning those who choose the social sector and those who choose the technical sector. The possession of a pre-university education certificate remains by far the most important factor to account for variance in student-flow to tertiary education. If student-flow is to proceed more uniform, the expectations that prospective students have with regard to both branches of tertiary education will have to be taken into account.
Number of workers engaged in the research:	2 researchers; 3 counsillors.
Starting date of the research: Date of completion:	January 1971. December 1972.
Source of finance of the research:	Private means of the University.

Katholieke Universiteit, Nijmegen, Instituut voor Onderzoek van het Wetenschappelijk Onderwijs
(Catholic University of Nijmegen, Centre for Research into Higher Education)

Oranjesingel 41,
Nijmegen.

Title of the research:	Reconstructie 1e jaar rechtsgeleerdheid (Reconstruction of Law-curriculum) (freshmen level).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. Wagemakers, Oranjesingel 41, Nijmegen.
The research is at present:	In progress.
The findings of the research will be published:	In magazine articles.
Background and aim(s) of the research:	Reconstruction curriculum in order to adapt it more closely to the restructuring of educational principles.
Sub-divisions of the research:	– Objective analysis; – Instructional methods; – Evaluation moments of students.
Methods:	– Interview; – Statistical analysis; – Semi-experimental design; – Construction of measurement units.
Size of the research:	300 testees (law students at the Catholic University of Nijmegen).
Main findings of the research and their implications for education:	Reconstruction law-curriculum (freshmen level).

Number of workers engaged in the research:	3 researchers.
Starting date of the research: Date of completion:	May 1972. October 1975 (1st phase).
Source of finance of the research:	Private means of the University.

Katholieke Universiteit, Nijmegen, Instituut voor Onderzoek van het Wetenschappelijk Onderwijs
(Catholic University of Nijmegen, Centre for Research into Higher Education)

Oranjesingel 41,
Nijmegen.

Title of the research:	Relatie doelstellingen-onderwijsmethoden. (Objectives and instructional procedures).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. Willems, Oranjesingel 41, Nijmegen.
The research is at present:	Completed.
Bibliographic references:	Heiden, H.A.M. van der en J.I.H. Willems: De relatie doelstellingen - onderwijsmethoden. (The relation objectives-instructional procedures).
Background and aim(s) of the research:	Which educational procedures are best suited for the realisation of which educational objectives.
Methods:	Non-equivalenced group; Variance analysis; T-test Wilcoxon.
Size of the research:	102 testees (freshmen social sciences).
Main findings of the research and their implications for education:	No interaction between objective and procedure. To study in individual pace results in both greater satisfaction and enhancement of interest.
Number of workers engaged in the research:	2 researchers.
Starting date of the research: Date of completion:	January 1972. January 1973.
Source of finance of the research:	Private means of the University.

Katholieke Universiteit, Nijmegen, Instituut voor Orthopedagogiek
(Catholic University of Nijmegen, Institute of Special Education)

Erasmuslaan 40,
Nijmegen.

Title of the research:	Projectevaluatie Curriculum schoolrijpheid. (Evaluation of a curriculum for young children with learning disorders).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	L. Stevens, Erasmuslaan 40, Nijmegen.
The research is at present:	Partly completed.
Bibliographic references:	Schoolrijpheidsonderzoek voor en na de schoolrijpe school. In: Psychologen over het kind. (Schoolreadiness investigation before and after the "School matured" school. In: Psychologists on the child, edited by J. de Wit a.o.) Groningen, Wolters-Noordhoff, 1973.
The findings of the research will be published:	In the form of a dissertation, probably published by Malmberg, 's-Hertogenbosch.
Background and aim(s) of the research:	Starting point: the Schoolreadiness Curriculum ('s-Hertogenbosch, 1970). Goal: evaluation of results within primary education following a year of training with the curriculum mentioned with children in the age group 6-7 years.
Sub-divisions of the research:	Early detection of children with learning disorders and their diagnostics.
Methods:	Psychometrical and survey methods.
Size of the research:	172 testees; pupils from 26 primary and special schools.
Main findings of the research and their implications for education:	The traditional research model (experimental or semi-experimental) that involves experimental and control groups is completely inadequate.
Number of workers engaged in the research:	1 researcher; Groups of student-assistants and trainees were alternatively employed.
Starting date of the research:	December 1969.
Date of completion:	July 1973.
Source of finance of the research:	Private means.

Katholieke Universiteit, Nijmegen, Instituut voor Toegepaste Sociologie (Catholic University of Nijmegen, Institute of Applied Sociology)

Verlengde Groenestraat 55,
Nijmegen.

Title of the research:	Sociale Academie en beroepspraktijk. (College of social studies and professional practice).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	A.M. Gresnigt, Verlengde Groenestraat 55, Nijmegen.

The research is at present:	Completed.
Bibliographic references:	Gresnigt, A.M.: Sociale akademie en beroepspraktijk. (College of social studies and professional practice). Nijmegen, Instituut voor Toegepaste Sociologie, 1972. 140 p. + appendices.
Background and aim(s) of the research:	Determination of the extent in which vocational training in the social academies is aimed at the professional practice of social work.
Methods:	– Survey research; – Questionnaires.
Size of the research:	816 social workers; 244 executives in social work; 302 teachers at social academies.
Main finding of the research and their implications for education:	Apparent differences between training and professional practice. Results were discussed by representatives from the field of training and practice.
Number of workers engaged in the research:	1 supervisor; 1 researcher.
Starting date of the research: Date of completion:	May 1968. September 1971.
Total costs of the research (incl. personnel);	Dfl. 175.000,–.
Source of finance of the research:	Ministry of Culture, Recreation and Social Affairs.

Katholieke Universiteit, Nijmegen, Instituut voor Toegepaste Sociologie
(Catholic University of Nijmegen, Institute of Applied Sociology)

Verlengde Groenestraat 55,
Nijmegen.

Title of the research:	Het Katholieke onderwijs, vandaag en morgen. (Roman Catholic education, today and tomorrow).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	H.A. Katteler, Verlengde Groenestraat 55, Nijmegen.
The research is at present:	Completed.
Bibliographic references:	Katteler, H.A.: Het Katholieke onderwijs, vandaag en morgen. (Roman Catholic education, today and tomorrow). Nijmegen, Instituut voor Toegepaste Sociologie, 1972. 140 p.p.
Background and aim(s) of the research:	Inventarisation of viewpoints of persons concerned with Catholic education with regard to desirable denominationality, educational objectives and form of management.

Methods:	Written questionnaire among participants of a discussion group on the problem concerned.
Size of the research:	1009 testees all over the Netherlands.
Main findings of the research and their implications for education:	Insight in desirability of the denominational nature, desirable education per type of school, viewpoints with regard to educational objectives and form of management, could serve as a new basis for further reflexion and discussion.
Number of workers engaged in the research:	1 researcher; 1 supervisor.
Starting date of the research: Date of completion:	November 1970. June 1972.
Total costs of the research (incl. personnel):	Dfl. 49.000,-
Source of finance of the research:	Central Bureau for Catholic Education.

Katholieke Universiteit, Nijmegen, Instituut voor Toegepaste Sociologie (Catholic University of Nijmegen, Institute of Applied Sociology)

Verlengde Groenestraat 55,
Nijmegen.

Title of the research:	Schoolloopbaan en beroepskeuze van de "generatie 1965". (School career and choice of profession " generation 1965").
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.A. Kropman, Verlengde Groenestraat 55, Nijmegen.
The research is at present:	In progress.
Bibliographic references:	Article in Sociologische Gids 19, 1972 : nr. 4.
The findings of the research will be published:	Report from the Institute of Applied Sociology.
Background and aim(s) of the research:	To obtain insight in the process of choice of school/ profession and in the process of school and professional career.
Sub-divisions of the research:	Longitudinal investigation. First phase of choice of profession following primary education is almost completed. Second phase will probably start mid 1973.
Methods:	– Interviews; – Test data; – Statistical analysis, for example with the aid of a computer.
Size of the research:	App. 3000 testees from a national sample.
Main findings of the research and their implications for education:	cf. Article mentioned above.

Number of workers engaged in the research:	1 Researcher; 1 Assistant.
Starting date of the research:	Mid 1969.
Date of completion:	Mid 1973 (1st phase).
Total costs of the research (incl. personnel):	Dfl. 273.471,-- (1st phase).
Source of finance of the research:	a. Netherlands Foundation for Educational Research. b. Ministry of Social Affairs.

Katholieke Universiteit, Nijmegen, Instituut voor Toegepaste Sociologie
(Catholic University of Nijmegen, Institute of Applied Sociology)

Verlengde Groenestraat 55,
Nijmegen.

Title of the research:	Onderzoek naar de aansluiting van het wetenschappelijk onderwijs in de sociale wetenschappen op de beroepspraktijk. (Research into the connection between university education in social sciences and the professional practice).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	G. Krijnen Verlengde Groenestraat 55 Nijmegen.
The research is at present:	Completed.
Bibliographic references:	Institute of Applied Sociology: a function inventarisation among – sociologists (non-western areas); – cultural anthropologists; – political scientists; – educationalists; – psychologists; – social geographists who terminated their studies in the period September 1960 - September 1968. Werkkringen van sociale wetenschappers en sociaal geografen. (Field of activity of social scientists and social geographists). Nijmegen, 1971.
Background and aim(s) of the research:	Mandate from the "Committee ad hoc research introduction practice-exams, a.o. for social sciences" in order to collect representative data. The aim is a function inventarisation amongst all graduates in social sciences (excl. sociology) and social geography in the period September 1960 - September 1968.
Methods:	Written questionnaires; processing with computer punched card system; correlation tests.
Size of the research:	1151 respondents (= 62,1 % of the total population).
Starting date of the research:	August 1969.
Date of completion:	November 1971.

Total costs of the research (incl. personnel):	1969 Dfl. 9.300,-- 1970 37.400,-- 1971 5.500,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Katholieke Universiteit, Nijmegen, Instituut voor Toegepaste Sociologie
(Catholic University of Nijmegen, Institute of Applied Sociology)

Verlengde Groenestraat 55,
Nijmegen.

Title of the research:	Aansluiting onderwijs - beroepspraktijk. (Connection education - professional practice).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	G. Krijnen Verlengde Groenestraat 55, Nijmegen.
The research is at present:	Completed.
Bibliographic references:	Krijnen, G.: Connection education - professional practice; in co-operation with Bakkenist, Spits en Co., Nijmegen, Institute of Applied Sociology, 1973.
Background and aim(s) of the research:	Development of a model to allow for a qualitative confrontation of educational objectives and function requirements.
Methods:	– Literature study; – function analysis; – training analysis; – observation checklist.
Size of the research:	App. 20 informers from the field of education and professional practice.
Main findings of the research and their implications for education:	A systematically structured model of communication in which confrontation of educational objectives and function requirements is realised in stages. Starting point for a better connection between education and professional practice against the background of a qualitative labour market policy.
Number of workers engaged in the research:	1 Project co-ordinator; 2 researchers.
Starting date of the research: Date of completion:	January 1970. February 1973.
Total costs of the research (incl. personnel)	Dfl. 100.000,--
Source of finance of the research:	Ministry of Education and Sciences.

Katholieke Universiteit, Nijmegen, Instituut voor Toegepaste Sociologie
(Catholic University of Nijmegen, Institute of Applied Sociology)

Verlengde Groenestraat 55,
Nijmegen.

Title of the research:	Onderwijs en waardenoriëntatie; een voorstudie (Education and value-orientation; a preliminary study).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	A.J. Mens, Verlengde Groenestraat 55, Nijmegen.
The research is at present:	In progress.
The findings of the research will be published:	In a report.
Background and aim(s) of the research:	The compilation of a review of opinions concerning the relation between education and value-orientations, both from a theoretical and an empirical viewpoint.
Methods:	Literature study.
Main findings of the research and their implications for education:	A large discrepancy is found between theoretical viewpoint on the influencing of attitudes and value-orientations on the one hand, and research into the influence of education on the development of actual attitude and value-orientations on the other.
Number of workers engaged in the research:	3 researchers; 2 supervisors.
Starting date of the research: Date of completion:	January 1972. June 1973.
Total costs of the research (incl. personnel):	Dfl. 160.000,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Katholieke Universiteit, Nijmegen, Instituut voor Toegepaste Sociologie
(Catholic University of Nijmegen, Institute of Applied Sociology)

Verlengde Groenstraat 55,
Nijmegen.

Title of the research:	Basisonderwijs Grave. (Primary education Municipality of Grave).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	A.H.W.M. Pelkmans, Verlengde Groenestraat 55, Nijmegen.
The research is at present:	Completed.

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Bibliographic references:	Ouders en hun meningen over bijzonder en openbaar onderwijs, een onderzoek in de gemeente Grave. Parents and their opinions on public and denominational education, an investigation in the Municipality of Grave). Nijmegen, Instituut voor Toegepaste Sociologie, 1973.
Background amd aim(s) of the research:	Determination of preference of parents with regard to 'signature' (public, denominational) of primary schools in the municipality of Grave.
Methods:	Oral interview.
Size of the research:	450 respondents (parental couples) from 1 municipality.
Main findings of the research and their implications for education:	In a traditionally mainly Roman Catholic municipality, the preference for Roman Catholic primary education becomes notably less general. Some (app. 25%) have no preference in this respect, others (app. 22%) express explicit preference for public or undenominational education. Moreover, other factors, such as attainableness and educational quality, are found to influence school selection heavily.
Number of workers engaged in the research:	3 researchers.
Starting date of the research: Date of completion:	April 1972. February 1973.
Total costs of the research (incl. personnel):	Dfl. 20.000,--
Source of finance of the research:	Municipality of Grave.

Katholieke Universiteit, Nijmegen, Instituut voor Toegepaste Sociologie
(Catholic University of Nijmegen, Institute of Applied Sociology)

Verlengde Groenestraat 55,
Nijmegen.

In samenwerking met Bureau voor Organisatie en Efficiency Vis en Malotaux
(In co-operation with Bureau of Organisation and Efficiency Vis en Malotaux)

Soestdijkseweg 332,
Bilthoven.

Title of the research:	Funkties en taken van onderwijzend personeel in kleuter-, basis- en buitengewoon onderwijs. (Task analysis of teaching personnel in pre-school, primary and special education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	A.J. Mens; A.H.W.M. Pelkmans, Verlengde Groenestraat 55, Nijmegen.
The research is at present:	In progress.

The findings of the research will be published:	In a summarising final report by the Ministry of Education and Sciences; practical reports by the organisations concerned.
Background and aim(s) of the research:	Task analysis of headmasters and teachers in pre-school, primary and special education.
Sub-divisions of the research:	a. Investigation of time budget; b. Written questionnaires; c. Organisation investigation in a number of schools; d. Written questionnaire pupils.
Methods:	– Time budgets; – Written questionnaires; – Observation; – Individual oral interviews; – Group interviews.
Size of the research:	app. 3000 respondents all over the Netherlands.
Main findings of the research and their implications for education:	For the first time functions and tasks of headmasters and teachers are empirically defined. This information might be valuable in the event of implementation of innovations, and is also of service in the preparation of a balanced total of salary provisions (including continued education).
Number of workers engaged in the research:	3 researchers; 1 advisor.
Starting date of the research: Date of completion:	December 1970. April 1974.
Total costs of the research (incl. personnel):	Dfl. 1.000.000,--
Source of finance of the research:	Ministry of Education and Sciences.

Katholieke Universiteit, Nijmegen, Instituut voor Toegepaste Sociologie
(Catholic University of Nijmegen, Institute of Applied Sociology)

Verlengde Groenestraat 55,
Nijmegen.

In samenwerking met Bureau voor Organisatie en Efficiency Vis en Malotaux
(In co-operation with Bureau of Organisation and Efficiency Vis en Malotaux)

Soestdijkseweg 332,
Bilthoven.

Title of the research:	De taak van de leraar in het voortgezet onderwijs. (Task analysis of teachers in continued education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.P.A. Pauwels Verlengde Groenestraat 55 Nijmegen.
The research is at present:	Completed.

Bibliographic references:	Onderzoek naar de taak van de leraar in het voortgezet onderwijs. (Investigation into tasks of teachers in continued education). 's-Gravenhage, Staatsuitgeverij, 1973. 206 p.
Background and aim(s) of the research:	Obtain insight in: – extent, nature and intensity of the tasks; – task modifications since the implementation of the "Mammoetwet"; – differences in tasks in relations to personal and school features.
Methods:	– Written questionnaires; – time budgets; – observations.
Size of the research:	Time-budgets of app. 3000 teachers in continued education were examined during 40 weeks; app. 60 teachers were closely observed.
Main findings of the research and their implications for education:	– Necessity of changes in the organisational structure of continued education; – necessity of changes in teacher tasks in continued educatio
Number of workers engaged in the research:	1 supervisor; 1 researcher.
Starting date of the research: Date of completion:	January 1970. December 1972.
Total costs of the research (incl. personnel):	Dfl. 300.000,--
Source of finance of the research:	Ministry of Education and Sciences.

Katholieke Universiteit, Nijmegen, Instituut voor Toegepaste Taalkunde
(Catholic University of Nijmegen, Institute of Applied Linguistics)

Erasmuslaan 40,
Nijmegen.

Title of the research:	Evaluatie-onderzoek van een multi-mediale cursus Frans. (Evaluation of a multi-medial course in the French language).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	W. Knibbeler, Erasmuslaan 40, Nijmegen.
The research is at present:	In progress.
Bibliographic references:	Knibbeler, W.J.M.: Evaluatie-onderzoek van een multi-mediale taal-cursus. (Evaluation of a multi-medial language course). Levende Talen, no. 287, 1972, p.p. 221-223.
The findings of the research will be published:	In reports.

Background and aim(s) of the research:	Measurement of the effect of individual instruction in oral language acquisition with the aid of television and tapes (for adults).
Sub-divisions of the research:	a. Study behaviour in individual language instruction; b. Pronunciation evaluation by "native speakers"; c. Analysis of language course; d. Measurement of speech proficiency.
Methods:	– Observation; – Statistical analysis of testresults; – Correlation calculations.
Size of the research:	200 testees from Nijmegen and surrounding areas. Multiple choice-listening test: 31 items. Completion listening tests: 90 items. Restricted speech test: 215 items. Free speech test: app. 160 items.
Main findings of the research and their implications for education:	Better insight in possibilities of individualised education in oral language acquisition by adults, and more efficient organisation of this type of education in both language training institutes and in the context of mass education through television and radio.
Number of workers engaged in the research:	1 researcher; 2 advisors; 1 statistical specialist; 1 programmer; 1 computer specialist; 16 (student)-assistants.
Starting date of the research: Date of completion:	June 1971. January 1974.
Total costs of the research (incl. personnel):	Dfl. 100.000,--
Source of finance of the research:	a. Netherlands Foundation for Educational Research; b. Television Academy Foundation; c. Private means of the University.

Katholieke Universiteit, Nijmegen, Nijmeegs Instituut voor Onderwijsresearch (Catholic University of Nijmegen, Nijmegen Institute for Educational Research)

Bijleveldsingel 70,
Nijmegen.

Title of the research:	Instruktiestijlen van docenten. (Teaching styles).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	P.J. Hettema Nijmegen Institute for Educational Research Bijleveldsingel 70, Nijmegen.
The research is at present:	Completed.
Bibliographic references:	Hettema, P.J.: Doceerstijlen. (Teaching styles). Nijmegen, Nijmeegs Instituut voor Onderwijsresearch, 1972, 91 p.

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Background and aim(s) of the research:	Description of teaching styles with the aim to relate these styles in due time to learning or acquisition styles by pupils.
Methods:	a. Methods of observation: – recording of lessons by video and audio-apparatus; – coding of registered behaviour; b. Methods of analysis: – factor analysis; – cluster analysis.
Size of the research:	Number of teachers: 103; number of pupils : 5000; registered lessons : 400; sample higher general continued education, 2nd grades all over the country.
Main findings of the research and their implications for education:	Teaching styles are described in 8 styles on 3 dimensions: – structure dimension; – procedure dimension; – social dimension.
Number of workers engaged in the research:	4 researchers; 1 organisation specialist/programmer; a number of student-assistants.
Starting date of the research: Date of completion:	August 1968. July 1972.
Total costs of the research (incl. personnel):	Dfl.: 410.000,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Katholieke Universiteit, Nijmegen, Nijmeegs Instituut voor Onderwijsresearch
(Catholic University of Nijmegen, Nijmegen Institute for Educational Research)

Bijleveldsingel 70,
Nijmegen.

Title of the research:	"Beschrijvingsfeedback". ("Description feedback").
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	W.M.G. Houx; L.J. Lequin-van Wijk; Nijmegen Institute for Educational Research Bijleveldsingel 70, Nijmegen.
The research is at present:	In progress.
The findings of the research will be published:	In a report.
Background and aim(s) of the research:	Verify if changes occur in tesching behaviour of teachers on the basis of information on the way in which their pupils describe them.

Methods:	– Observation (2 schemes); – description (3 similar lists of statements); – factor analysis; – varimax rotation; – rotation stated criteria matrix; – variation analysis; – cluster analysis.
Size of the research:	120 teachers working in 45 schools all over the country; 360 tape recorded lessons; 10.000 description lists completed by pupils (descriptions of teachers); 360 evaluations of pupil descriptions by teachers; 360 auto-descriptions by teachers; 120 questionnaires regarding the investigation, completed by teachers.
Number of workers engaged in the research:	5 researchers; 1 organisation specialist/programmer; 1 subject-didactics expert (mathematics); 1 subject-didactics specialist (English); 4 technicians; a number of student-assistants.
Starting date of the research: Date of completion:	September 1971. October 1973.
Total costs of the research (incl. personnel):	Dfl. 263.000,–.
Source of finance of the research:	Netherlands Foundation for Educational Research.
Note:	the above project is the first in the context of the research programme "Modification of teaching behaviour".

Katholieke Universiteit, Nijmegen, Nijmeegs Instituut voor Onderwijsresearch
(Catholic University of Nijmegen, Nijmegen Institute for Educational Research)

Bijleveldsingel 70,
Nijmegen.

Title of the research:	Schoolvariabelen. (School variables).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	F.J. van der Krogt Nijmegen Institute for Educational Research. Bijleveldsingel 70, Nijmegen.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a report.
Background and aim(s) of the research:	Systematising school characteristics.
Methods:	Literature study.
Number of workers engaged in the research:	2 researchers; a number of student-assistants.

Starting date of the research:	April 1972.
Date of completion:	April 1973.
Total costs of the research (incl. personnel):	Dfl. 50.000,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Katholieke Universiteit, Nijmegen, Nijmeegs Instituut voor Onderwijsresearch
(Catholic University of Nijmegen, Nijmegen Institute for Educational Research)

Bijleveldsingel 70,
Nijmegen.

Title of the research:	Leerlingkarakteristieken. (Student characteristics).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	A.F.M. Verhoeven; Nijmegen Institute for Educational Research Bijleveldsingel 70, Nijmegen.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a dissertation and a technical bulletin.
Background and aim(s) of the research:	Description of student characteristics in relation to teaching styles of teachers in order to arrive at optimal co-ordination in the teaching/learning situation.
Methods:	Literature study.
Size of the research:	Processing of app. 200 specific articles.
Number of workers engaged in the research:	1 Researcher.
Starting date of the research:	April 1972.
Date of completion:	April 1973.
Total costs of the research (incl. personnel):	Dfl. 22.000,--.
Source of finance of the research:	Netherlands Foundation for Educational Research.

Katholieke Universiteit, Nijmegen, Nijmeegs Instituut voor Onderwijsresearch
(Catholic University of Nijmegen, Nijmegen Institute for Educational Research)

Bijleveldsingel 70,
Nijmegen.

Instituut voor Toegepaste Sociologie
(Institute of Applied Sociology)

Verlengde Groenestraat 55,
Nijmegen.

Title of the research:	Taalvaardigheid van kleuters. (Verbal abilities of pre-school children).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	A.J. Mens Institute of Applied Sociology Verlengde Groenestraat 55 Nijmegen.
The research is at present:	Completed.
Bibliographic references:	Mens, A.J.: Taalvaardigheid van kleuters. (Verbal abilities of pre-school children). Nijmegen, Nijmeegs Instituut voor Onderwijsresearch. I Weergave van de onderzoeksresultaten. (Reflexion of research results). 1973, 243 p. II Bewerking van de gezinsinterviews. (Adaptation of the family interviews). 1972, 242 p.
Background and aim(s) of the research:	Investigation of the relation between verbal abilities of pre-school children and a large number of variables in family and development.
Methods:	– Standardised tests for verbal abilities; – interviews and questionnaires for parents.
Size of the research:	200 4 to 5 year olds pre-school children and their parents in Nijmegen (1970); app. 25 punched cards per unit to be investigated.
Main findings of the research and their implications for education:	Regarding a number of divergent family data the extent in which they differentiate in verbal ability is determined. Also within divergent social environments. The relation between family factors and education is clarified.
Number of workers engaged in the research:	1 researcher; 4 trainees; 1 supervisor.
Starting date of the research: Date of completion:	February 1970. December 1972.
Source of finance of the research:	a. Netherlands Foundation for Educational Research. b. Private means.

Katholieke Universiteit, Nijmegen, Nijmeegs Instituut voor Onderwijsresearch
(Catholic University of Nijmegen, Nijmegen Institute for Educational Research)

Van Bijleveldsingel 70,
Nijmegen.

Instituut voor Toegepaste Sociologie
(Institute of Applied Sociology)

Verlengde Groenestraat 55,
Nijmegen.

Title of the research:	Leerlingkenmerken en schoolsucces op een kunstacademie. (Student aptitudes and succes in an Art Academy).

Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	A.J. Mens Institute of Applied Sociology Verlengde Groenestraat 55 Nijmegen; A.F.M. Verhoeven Nijmegen Institute for Educational Research Bijleveldsingel 70,I 70 Nijmegen.
The research is at present:	Completed.
Bibliographic references:	Mens, A.J. en A.F.M. Verhoeven: Leerlingkenmerken en schoolsucces of een kunstacademie. (Student aptitude and succes in an Art Academy). Nijmegen, Nijmeegs Instituut voor Onderwijsresearch, 1971.
Background and aim(s) of the research:	Determination of the aptitudes that are decisive for succes in an Art Academy.
Methods:	– Pretesting; – research into correlations between data and test data and succes criteria.
Size of the research:	240 testees, mainly from the provinces of North Brabant and Limburg; 4 tests per testee; 1 Art Academy.
Main findings of the research and their implications for education:	Features in the socio-psychological field (adjustment, independence, recognition) and personal data (a.o. age) are of importance in relation to scholastic performance.
Number of workers engaged in the research:	2 researchers; 1 organisation specialist.
Starting date of the research: Date of completion:	April 1970. December 1971;
Total costs of the research (incl. personnel):	Dfl. 15.000,--
Source of finance of the research:	– Nijmegen Institute for Educational Research – Academy for Art teachers, Tilburg.

Katholieke Universiteit, Nijmegen, Nijmeegs Instituut voor Onderwijsresearch
(Catholic University of Nijmegen, Nijmegen Institute for Educational Research)

Van Bijleveldsingel 70,
Nijmegen.

Instituut voor Toegepaste Sociologie
(Institute of Applied Sociology)

Verlengde Groenestraat 55
Nijmegen.

Title of the research:	Vooronderzoek ten behoeve van een te ontwerpen organisatie van het onderwijskundig onderzoek van de kunstzinnige vorming. (Preliminary study for an organisation of educational research into artistic training).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	A.J. Mens Institute of Applied Sociology Verlengde Groenestraat 55 Nijmegen.
The research is at present:	In progress.
Bibliographic references:	Mens, A.J.: Kunstzinnige vorming in Nederland. Een voorlopig verslag. (Artistic training in the Netherlands. A preliminary report). Nijmegen, Instituut voor Toegepaste Sociologie, 1972.
The findings of the research will be published:	In a report.
Background and aim(s) of the research:	Collection of data, necessary for the design of an accountable structure proposal for research in the field of artistic training.
Methods:	– Discussions; – interviews; – literature study; – open questionnaires.
Size of the research:	Population is not clearly defined; much varying materials. Focus point is artistic training in the Netherlands.
Number of workers engaged in the research:	2 researchers; a large number of (student)assistants.
Starting date of the research: Date of completion:	February 1972. May 1973.
Total costs of the research (incl. personnel):	Dfl. 110.000,--
Source of finance of the research:	Netherlands Foundation for Educational Research.
Note:	Activities are realised in the context of the interdepartmental (Ministries of Culture, Recreation and Social Affairs and Education and Sciences) working group "Organisation of educational research in artistic training". This working group was requested to advice the ministers concerned with regard to the future structure of research in the field of artistic training.

Katholieke Universiteit, Nijmegen, Universitair Rekencentrum
(Catholic University of Nijmegen, Computer Centre)

Tournooiveld,
Nijmegen.

Katholieke Universiteit, Nijmegen, Instituut voor Onderzoek van het Wetenschappelijk Onderwijs
(Catholic University of Nijmegen, Centre for Research into Higher Education)

Oranjesingel 41,
Nijmegen.

Title of the research:	Onderwijs en computer (C.A.I.) (Education and computer assisted instruction).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	M. Leiblum, Tournooiveld, Nijmegen. F. Gasthemper, Oranjesingel 41, Nijmegen.
The research is at present:	In progress.
Bibliographic references:	Restricted memoranda.
The findings of the research will be published:	In the form of research reports for study specialisations.
Background and aim(s) of the research:	Effective use of computers in education. Aim: trying out of computer applications in 3 educational situations.
Sub-divisions of the research:	– Development of PLANIT (computer language); – Adaptation PHONETIC MODE to the Dutch language; – Research adaptations; – Information to teachers.
Methods:	Semi-experimental design in tangible educational situation; Interactive optimising of educational programmes.
Size of the research:	In the coming 2 years 200 to 600 students of the Catholic University of Nijmegen will, depending on the co-operation of teachers and the available hardware, be involved in the project.
Number of workers engaged in the research:	5 researchers.
Starting date of the research: Date of completion:	January 1972. December 1974; from then on: continuing implementation.
Source of finance of the research:	Private means of the University.

Katholieke Universiteit, Nijmegen, Vakgroep Ontwikkelingspsychologie
(Catholic University of Nijmegen, Subject Group of Development Psychology)

Erasmuslaan 16,
Nijmegen.

Title of the research:	Stimulering van de sociale ontwikkeling i.c. role taking en empatie in een schoolsituatie. (Stimulation of social development i.c. - role taking and empathy - in a school situation).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	C.F.M. van Lieshout; P. Heymans, Erasmuslaan 16, Nijmegen.
The research is at present:	In progress.

The findings of the research will be published:	In the form of doctoral theses and restricted reports.
Background and aim(s) of the research:	a. Development of evaluation tools for social development; b. Development of a programme directed at the stimulation of social development.
Sub-divisions of the research:	a. Development of a role taking test; b. Development of a technique for observation; c. Development of programmes.
Methods:	– "Pre-test · post-test control group design" (Campbell and Stanley, 1967); – Processing of results by means of a multi-variation analysis.
Size of the research:	– 72 testees: pre-school children from socio-economically middle and higher class in Nijmegen; – Stimulation with the aid of stories and games, 4 times a week for half an hour during 4 months.
Main findings of the research and their implications for education:	It proves to be possible to stimulate the social development in a class-situation through systematic approach. Social development should be understood to mean the ability to identify oneself with feelings and circumstances of other persons, and to co-ordinate personal behaviour with this (role taking). In each school subject that requires insight in the behaviour of other people (for example world-orientation, catechesis, history, etc.) the role taking ability is one of the learning conditions.
Number of workers engaged in the research:	1 researcher; 1 advisor; 1 kindergarten teacher; 2 trainees.
Starting date of the research: Date of completion:	May 1972. June 1973.
Source of finance of the research:	Private means of the University.

Erasmus Universiteit, Bureau Onderwijsresearch MFR
(Erasmus University, Dept. of Educational Research MFR)

Postbus 1738,
Rotterdam.

Title of the research:	Studiekeuze-motieven van medische studenten. (Choosing the medical study; "some motives").
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	K.A. Beintema, State University of Leyden, Pedagogical Institute, Stationsplein 10, Leiden.
The research is at present:	Completed.

Bibliographic references:	Beintema, K.A.: Choosing the medical study: "some motives". Rotterdam, Erasmus University, dept. of Educational Research MFR, 1971.
Background and aim(s) of the research:	The MFR-objective was a.o. the training of researchers in bio-medical basis-subjects. Indications were that students have different ambitions. This discrepancy was considered undesirable. Aim of the project was to obtain some insight in the interpretation and wishes of students regarding their study.
Sub-divisions of the research:	a. Research into the relation between a typology of students on the principle of motives for study-choice, and their assessment of study components; b. Research into motives for study-choice among medical students.
Methods:	a. Hierarchical cluster analysis and canonical discriminant analysis for a typology on the basis of factor species; non metric multidimensional scaling of catagorisation data of 10 study components following an ordering of preference; b. Motivation scale, 57 items, 5 points; based on analysis of interviews and literature. Extraction of factors by means of principal component analysis and varimax-rotation.
Size of the research:	136 Individuals (motives); 57 Items (motives); 136 Individuals (ordering of subjects); 10 Stimuli (ordering of subjects) (freshmen medicine MFR. year 1969-1970).
Main findings of the research and their implications for education:	A. Three principal dimensions were distinguished in study subjects: a. general appreciation; b. natural science dimension - socio-psychological dimension; c. non-interpretable. Three types of students were distinguished: a. mainly scientifically interested; b. mainly oriented towards servitude; c. neither scientifically, nor servitudinally oriented. No relations were found between either sort of data. B. Five clusters of "motives" were extracted: a. wish to cultivate science; b. wish to be subservent as physician; c. extrinsic motivation; d. influencing by others; e. need for variation in study and profession, personality development. Remark regarding A: the project was mainly of a methodical-technical explorative character. Results are highly unreliable as inadequate techniques of analysis were used; arbitrary decisions were continuously called for. Also the hypothesis formulated (regarding correlation) requires a much more elaborate investigation than the one described above.
Number of workers engaged in the research:	1 researcher.
Starting date of the research:	February 1970.
Date of completion:	October 1970.
Total costs of the research (incl. personnel):	Unknown.

Source of finance of the research:	Private means of the University.

Erasmus Universiteit, Rotterdam, Faculteit der Sociale Wetenschappen
(Erasmus University of Rotterdam, Dept. of Social Sciences)

Burgemeester Oudlaan 50,
Rotterdam.

Title of the research:	Lerarenverenigingen. (Teacher associations).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.M.G. Leune, Burgemeester Oudlaan 50, Rotterdam.
The research is at present:	In progress.
The findings of the research will be published:	Probably in the form of a dissertation.
Background and aim(s) of the research:	The acquisition of knowledge (from a sociological viewpoint) on the place and function of teacher associations in the Dutch educational management system.
Methods:	– Analysis of documents; – Interviews with key-figures.
Size of the research:	– 4 teacher associations in pre-university and higher general continued education; – Interviews with app. 100 key-figures; – Analysis of minutes, annual reports, reports, weeklies, etc.; – The project comprises the period from 1945 upto and including 1970.
Main findings of the research and their implications for education:	As yet no results are available. Implications regard the relation between national authorities and educational organisations ("consultation-policy").
Number of workers engaged in the research:	2 researchers.
Starting date of the research: Date of completion:	January 1971. 1974.
Total costs of the research (incl. personnel):	Dfl. 100.000,--.
Source of finance of the research:	– Netherlands Organisation for the Advancement of Pure Research; – Private means of the University.

Erasmus Universiteit, Rotterdam, Sociologisch Instituut
(Erasmus University of Rotterdam, Institute of Sociology)

Burgemeester Oudlaan 50,
Rotterdam.

Titel of the research:	Grotere scholen, betere scholen? (Bigger schools, better schools?).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	E. van Marwijk Kooy - v. Baumhauer, Burgemeester Oudlaan 50, Rotterdam.
The research is at present:	In preparation.
The findings of the research will be published:	Not yet decided.
Background and aim(s) of the research:	Introduction of differentation according to school-subjects and level of development in continued education with one school (multi-curriculum school) led to considerable extension of schools. Over two thirds of multi-curriculum schools (at least including pre-university and higher general continued education) now enroll over 800 pupils. A number that - on pedagogical/didactical grounds - was considered the maximum admissable by a government committee of specialists in 1963. The object of this project is to determine whether and to what extent differences can be found in (results of) the socialisation/learning process between large and small schools.
Sub-divisions of the research:	a. Processing of statistical data regarding school size, numbers of teachers, non-attendance of teachers, doubling of classes, exterminations; b. Oral or written questionnaires for teachers and pupils with the aim to find relations between size of schools, organisation and attitudes towards the school.
Methods:	Processing of statistical data; Questionnaire.
Size of the research:	In order to keep intervening variables as constant as possible, research will be limited to schools in large cities.
Main findings of the research and their implications for education:	It is hoped that recommendations can be formuled for policy-makers regarding the advancement of schools of a certain size and/or the discontinuance of disadvantages, in particular schools of a certain size.
Number of workers engaged in the research:	1 Researcher.
Starting date of the research:	August 1972.

Stichting Werkgroep Studenten Onderzoek
(Foundation Workinggroup Student Research)

Postbus 4283
Rotterdam-16
and

Bureau Veldkamp Marktonderzoek
(Bureau Veldkamp Market Research)

Amsterdam.

Title of the research:	Onderzoek naar de attitude van studenten aan de Nederlandse Universiteiten en Hogescholen. (Research into the attitude of students in Dutch Universities).
Name(s) of the principal researcher(s) to whom any anquiries may be addressed:	E.J. Kimman Foundation Workinggroup Student Research Postbus 4283 Rotterdam-16.
The research is at present:	Completed.
Background and aim(s) of the research:	To contribute to a better founded education and science policy and the acquisition of insight in the student society by means of a national investigation of student attitude. The Bureau Veldkamp Market Research carried out an orienting investigation in 1969. The current project attempts to describe and possibly explain the attitude of Dutch students.
Methods:	Literature study; discussion; questionnaire; interview.
Size of the research:	Students from Rotterdam and Amsterdam; 101 questionnaires distributed over students from 9 universities.
Starting date of the research: Date of completion:	1969 October 1971.
Total costs of the research (incl. personnel):	1969 Dfl. 78.400,-- 1970 8.000,-- (Netherlands Foundation for 1971 5.000,-- Educational only)
Source of finance of the research:	a. Netherlands Foundation for Educational Research; b. Four large Dutch companies; c. Erasmus University (loans).

Katholieke Hogeschool, Tilburg, Onderwijs-Research-Centrum
(Catholic University of Tilburg, Educational Research Centre)

Hogeschoollaan 225,
Tilburg.

Title of the research:	Self Paced Study Systems.
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	E.J.W.M. van Hees; G.A.M. van den Heuvel; R.F. van Rookhuijzen, Hogeschoollaan 225, Tilburg.
The research is at present:	In progress.
Bibliographic references:	Vooronderzoek "S.P.S. - statistiek 1972/73 in de subfakulteit psychologie". (Preliminary investigation "S.P.S. - statistics 1972/73

	in the psychological department"). Tilburg, Onderwijs-Research-Centrum, 1972.
The findings of the research will be published:	In a report.
Background and aim(s) of the research:	Development of a Self Paced Study System that - if desired - can be elaborated (computer managed instruction) on such a large scale that generalisable statements on output and quality could be formulated.
Sub-divisions of the research:	a. Statistics course for psychology; b. Statistics course for sociology; c. General economy course for economists; d. Implementation of a computer managed instruction-system; e. Project and system evaluation.
Methods:	Experimental and correlation techniques.
Size of the research:	– 3 courses for resp. 100 and 300 students, which are evaluated resp. 2, 2 and 1 time. Total of 700 testees from the Catholic University of Tilburg; – Comparison with 3 courses from the Technological University of Eindhoven for 600 testees.
Main findings of the research and their implications for education:	As yet unknown.
Number of workers engaged in the research:	4 researchers; 8 teachers; 1 student-assistant; 1 programmer.
Starting date of the research: Date of completion:	July 1972. December 1974.
Total costs of the research (incl. personnel):	Dfl. 300.000,--.
Source of finance of the research:	Private means of the University.

Katholieke Hogeschool, Tilburg, Stichting voor het Ontwikkelen en Evalueren van Functie-Trainings-Programma's
(Catholic University of Tilburg, Foundation for Development and Evaluation of Function Training Programs)

Hogeschoollaan 225,
Tilburg.

Title of the research:	Ontwikkeling en evaluatie van functie-trainings-programma's. (Development and evaluation of function training programs).
Name(s) of the principal researcher(s) to whom any anquiries may be addressed:	J.M. van Meel, Hogeschoollaan 225, Tilburg.
Bibliographic references:	Publication on the results of the preliminary investigation.

The findings of the research will be published:	As a joint publication of the dept. of Developmental Psychology, the School Advisory Centre of Haarlem, and the School Advisory Centre of Catholic Special Education of the Hague.
Background and aim(s) of the research:	Background: need for function training programmes in schools for children with learning and educational disorders. Aim: systematic training of specific functions that are important, with regard to primary reading on the assumption that functions can actually be trained.
Methods:	a. Test on all testees; b. Training of a few of the children; c. Posttests on all testees; a variance analysis will be performed on results.
Size of the research:	120 pre-school children; 120 first graders of ordinary primary education; 120 children with learning and educational disorders. Material: scores of all tests on 4 pre-tests and 4 post-tests. Geographical distribution: the project was executed in Haarlem, The Hague and Tilburg. Each city supplied 1/3 of the population per type of school.
Main findings of the research and their implications for education:	Indications of effectivity of training programmes for children with learning and educational disorders. Implications: to proceed to specific training of those children which due to their reading performance level, are to be considered for such training.
Number of workers engaged in the research:	5 researchers.
Starting date of the research: Date of completion:	1970. September 1974.
Total costs of the research (incl. personnel):	Dfl. 31.665,--.
Source of finance of the research:	During 1970 - 1972: - School Advisory Centre Haarlem; - School Advisory Centre The Hague; - Private means of the Foundation; - Co-operating schools. From February 1972: subsidy form the Netherlands Foundation for Educational Research.

Technische Hogeschool Twente, Enschede, Afdeling Wiskunde en Centrum voor Didactiek en Onderzoek van het Onderwijs
(Technological University of Twente, Enschede, Department of Mathematics, and Centre for Didactics and Educational Research)

Postbus 217
Enschede.

Title of the research:	Constructie en evaluatie van een individueel studiesysteem voor een eerstejaars cursus wiskunde. (Construction and evaluation of an individualised study system for a fresmen course in mathematics).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	Tj. Plomp Technological University of Twente ıtre for Educatio- Postbus 217 Enschede.
The research is at present:	Partly completed.
Bibliographic references:	Plomp, Tj. en C.F. van der Klauw: Een onderzoek naar individualisering en bestudering van wiskunde-onderwijs in de Algemene Propaedeuse. (Research into individualising and study of freshmen mathematics instruction). Enschede, T.H. Twente, C.D.O.-bulletin nr 3, April 1970. Plomp, Tj.: Een individueel Studie Systeem (ISS) voor eerstejaars wiskunde: een vooronderzoek. (An Individual Study System (ISS) for fresmen mathematics: a preliminary study). Enschede, TH Twente, CDO/TW-rapport no. 20, April 1972. Plomp, Tj.: Statistische technieken voor Aptitude Treatment Interaction (ATI)-onderzoek. (Statistical techniques for Aptitude Treatment Interaction (ATI)-investigation). Enschede, TH Twente, CDO/TW-rapport nr. 23, Oktober 1972. Plomp, Tj. en C.F. van der Klauw: Individueel Studie Systeem (ISS) voor eerstejaars wiskunde aan de THT. (Individual Study System (ISS) for freshmen at the Technological University Twente). Enschede, TH Twente, CDO-bulletin nr. 6, Oktober 1972.
The findings of the research will be published:	In the form of a dissertation.
Background and aim(s) of the research:	Design of an educational system for large groups of students in which: a. character and individual possibilities of students are taken into account; b. a well functioning feedback to students, respectively teachers, is one of the system features.
Methods:	– system construction for education; – research comparative method; – system process and input evaluation, a.o. of questionnaires, registration of data on participation in education; – Aptitude Treatment Interaction Research.
Size of the research:	65 to 130 testees. Subject-matter of the freshmen year is devided in 6 study tasks; study material was developed for each task and to be used independently; during the course app. 30 video-tapes are to be used. Per study task several parallel transit tests are constructed.
Main findings of the research and their implications for education:	Individualisation of higher education is useful and feasable if, apart from the educational procedures, also evaluation procedures are individualised. Implications for education: total reformulation is desirable (from teacher centered to student centered education).

Number of workers engaged in the research:	1 researcher; 1 advisor; 1 assistant; 2 student-assistants.
Starting date of the research:	September 1970
Date of completion:	1974.
Source of finance of the research:	Private means of the University.

Technische Hogeschool Twente, Enschede, Centrum voor Didactiek en Onderzoek van het Onderwijs
(Technological University of Twente, Enschede, Centre for Didactics and Educational Research)

Postbus 217
Enschede.

Title of the research:	Cursus Technisch Ontwerpen I voor eerstejaars studenten aan de T.H. Twente. (Engineering design course for freshmen at the Technological University of Twente).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	H.F.M.H. van Hout; C.T.C.W. Mettes Technological University of Twente Postbus 217 Enschede.
The research is at present:	In progress.
Bibliographic references:	Hout, J.F.M.J. van, H. Schultheiss en C.T.C.W. Mettes: Het onderwijs-ontwikkelingsproject Ontwerpen I, 1970/1971. Een tussentijds verslag. (The education development project Designing I, 1970/1971. An interim report). Enschede, TH Twente, C.D.O.-rapport nr. 17. Donk, J.A. van der e.a.: Handleiding ontwerpen in de algemene propaedeuse. (Manual designing in the general preliminary). Enschede, T.H. Twente, 1972. Draaiboek voor de docenten ten behoeve van de cursus Ontwerpen I. (Teacher script for the designing course). Enschede, T.H. Twente, 1972.
The findings of the research will be published:	In a C.D.O.-report.
Background and aim(s) of the research:	Improvement of the course with regard to operationalisation of objectives, choice of teaching procedures, testsing and evaluation; arrive at a sound course by means of educational research. Particular emphasis will be placed on research into group functioning, teacher behaviour and creativity.
Sub-divisions of the research:	– Development of a method of dealing with problems of designing; – construction of a course to teach this method; – development of (attitude) tests to establish the effect of the course in relation to the objectives

formulated;
- obtaining of insight in a number of aspects of the course (teacher behaviour, group functioning, structure) that have a positive or negative influence on the students.

Methods:
- Observation;
- interview;
- questionnaire;
- experiments;
- literature study.

Size of the research:
app. 375 students per year;
20 courses.

Main findings of the research and their implications for education:
a. In terms of the acquisition of insight in the method of approach of problems of designing, there is no difference in a teacher or student centered educational structure, nor is there a difference in the use of the principles of Egrule or Ruley (or combinations of the two). As a result the course is not systematically designed from the starting-point of either of these possibilities of structuring; they occur, however, alternatively in the course;
b. one of the main results of this project is a method of handling designing problems that is workable for freshmen. From this method objectives of teachers could be attuned to each other and be operationalised.

Number of workers engaged in the research:
2 researchers.

Starting date of the research:
September 1970.
Date of completion:
May 1973.

Source of finance of the research:
Private means of the University.

Technische Hogeschool Twente, Enschede, Centrum voor Didactiek en Onderzoek van het Onderwijs
(Technological University of Twente, Enschede, Centre for Didactics and Educational Research)

Postbus 217,
Enschede.

Title of the research:
Project cursus lees- en studievaardigheid.
(Reading and study skills project).

Name(s) of the principal researcher(s) to whom any enquiries may be addressed:
B.H.A.M. van Hout-Wolters,
Technological University of Twente
Postbus 217, Enschede.

The research is at present:
In progress.

Bibliographic references:
Hout-Wolters, B.H.A.M. van: Verbetering van leesgewoonten. Een pleidooi voor onderzoek.
(Improvement of reading habits. Argument in favour of research). Nijmeegs Tijdschrift voor Psychologie, Vol. 18, 1970: pp. 408-434. Levende Talen, Vol. 282

1971: pp. 686 709.
Hout-Wolters, B.H.A.M. van en J.L.C. van der Staak: Leesvaardigheid.
(reading proficieny). C.D.O.-bulletin nr. 5, 1970.
Hout-Wolters, B.H.A.M. van: Apparatuur ter verbetering van leesgewoonten.
(Instruments for the improvement of reading habits).
C.D.O.-report nr. 14, 1971.
Hout-Wolters, B.H.A.M. van: Handleiding studievaardigheid. (Study proficiency manual).
C.D.O.-report nr. 21, 1972.

The findings of the research will be published:	In the form of a C.D.O. -report.
Background and aim(s) of the research:	Construction and evaluation of a course reading and study skills for junior students at the Technological University Twente.
Size of the research:	150 Junior srudents Technological University Twente could be improved in a relatively short period of time (lessons of 2 hours).
Number of workers engaged in the research:	1 Researchers.
Starting date of the research:	January 1970.
Source of finance of the research:	Private means.

Technische Hogeschool Twente, Enschede, Centrum voor Didaktiek en Onderzoek van het Onderwijs
(Technological University of Twente, Enschede, Centre for Didactics and Educational Research)

Postbus 217,
Enschede.

Title of the research:	Onderzoek naar typen van aankomende studenten en hun studenten-ervaringen aan de T.H. Twente. (Different types of students and their study experiences at the Technological University of Twente).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	M.H.J. Klopman-Beijers Technological University of Twente Postbus 217 Enschede.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a C.D.O.-report.
Background and aim(s) of the research:	Not every type of student fits in a given study environment. Study experience, study satisfaction and study performance differ from the expectations, opinions and objectives one fosters. Aim: improvement of the information given to prospective students; differentiation educational programme supply.

Sub-divisions of the research:	– questionnaire on the process of profession choice, motives, expectations, attitudes, future perspective of students; – questionnaire on experiences and actual behaviour of freshmen in and out of education.
Methods:	Written questionnaires.
Size of the research:	337 testees (students of the Technological University of Twente); 2 questionnaires.
Number of workers engaged in the research:	1 researcher; 1 student-assistant; 1 trainee.
Starting date of the research: Date of completion:	April 1972 December 1973.
Source of finance of the research:	Private means of the University.

Technische Hogeschool Twente, Enschede, Centrum voor Didaktiek en Onderzoek van Onderwijs, afd. Chemische Technologie
(Technological University of Twente, Enschede, Centre for Didactics and Educational Research, dept. of Chemical Technology)

Postbus 217,
Enschede.

Title of the research:	Ontwikkeling van een cursus: "Inleiding tot de methode van natuurwetenschappelijk onderzoek. (Development of a course "Introduction to the method of natural science research).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	G.M.G.M. van Lieshout; C.F. van der Klauw, Technological University of Twente Postbus 217, Enschede.
The research is at present:	In progress.
Bibliographic references:	C.D.O.-Bulletin nr. 4.
The findings of the research will be published:	In the form of a dissertation.
Background and aim(s) of the research:	Development of a strategy for the establishment and evaluation of this type of course.
Methods:	Variant analysis on pre- and posttest data; Questionnaires.
Size of the research:	App. 350 testees (students from the Technological University of Twente); Material to be processed; app. 1400 tests, and 1500 questionnaires.
Number of workers engaged in the research:	1 Researcher; 1 Advisor; 6 Student-assistants.

Starting date of the research:	January 1970
Date of completion:	1974.
Source of finance of the research:	Netherlands Foundation for Educational Research.

Technische Hogeschool Twente, Leerstoel voor Algemene en Vergelijkende Onderwijskunde (Technological University of Twente, Chair for General and Comparitive Pedagogy)

Postbus 217,
Enschede.

Title of the research:	Onderzoek naar het ontwerpen, gebruiken en toetsen van een empirische inleiding in de scheikunde (V.W.O.). (Research into design, use and testing of an empirical introduction in chemistry; pre-university education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	H.H. ten Voorde, Postbus 217, Enschede. J. de Miranda, Catholic University, Hogeschoollaan 225, Tilburg.
The research is at present:	In progress.
Bibliographic references:	Werkgroep Empirische Inleiding: Toelichting bij de leergang "Inleiding tot de scheikunde". (Study Group Empirical Introduction: Amplification of the course "Introduction to chemistry"), 1968.
The findings of the research will be published:	The scientific aspects of research will be published in the form of a dissertation. Elaborate research data as well as research materials will be published in a separate final report.
Background and aim(s) of the research:	The development of a chemistry course is investigated by the Study Group Empirical Introduction since 1963. Aimed is at initial instruction on the basis of experiences that pupil can express in their own language. Possibilities of improving education by feed-back from teaching experience to course design and educational practice are examined, as well as whether didactics can function as an empirical science.
Methods:	Participant observation in the classroom; Interviews (pupils and teachers); Classified observation times; Protocol analysis; Tests.
Size of the research:	1st and 2nd year pre-university chemistry instruction.
Number of workers engaged in the research:	1 Researcher; 1 Co-ordinator; 1 Educational advisor; 2 Observers.

Starting date of the research:	August 1968
Date of completion:	August 1974.
Total costs of the research (incl. personnel):	1968 Dfl. 12.000,-- 1969 Dfl. 32.000,-- 1970 Dfl. 53.000,-- 1971 Dfl. 61.000,-- 1972 Dfl. 78.000,--.
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Utrecht, Instituut voor Pedagogische en Andragogische Wetenschappen (State University of Utrecht, Institute for Pedagogical and Andragogical Sciences)

Maliebaan 103,
Utrecht.

Title of the research:	Aanvankelijk leesonderwijs (Research project on initial reading).
Name(s) of the principal researchers(s) to whom any enquiries may be addressed:	B. Creemers, Maliebaan 103, Utrecht.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a dissertation, and research reports.
Background and aim(s) of the research:	Research concerning the ways in which different teachers use the same reading instruction method, and the relation between these different ways of using a method/teaching style and the achievements in reading/language performances and the attitude toward reading of the pupils.
Methods:	– Observation scales; – Rating scales; – Intelligence tests; – Formative and summative reading tests; – Interview - questionnaire.
Size of the research:	62 teachers, and 1600 pupils in Utrecht and The Hague.
Main findings of the research and their implications for education:	Definition of a number of styles in didactical (task setting) activities of the teacher and a review of the effects of these styles on school performance of various groups of pupils in as much a detailed way as possible.
Number of workers engaged in the research:	7 Researchers; 2 Student-assistants; 15 Observers.
Starting date of the research:	December 1971
Date of completion:	October 1973.
Total costs of the research (incl. personnel):	Dfl. 460.000,--

Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Utrecht, Instituut voor Pedagogische en Andragogische Wetenschappen (State University of Utrecht, Institute for Pedagogical and Andragogical Sciences)

Maliebaan 103
Utrecht.

Title of the research:	Onderzoek naar de effecten van drie gecontroleerde onderwijsprocedures op het getalbegrip van 5- en 6-jarigen. (Research into the effect of three controlled educational procedures on the number concept in 5 and 6 year olds).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	K.B. Koster Research Institute for Education in the North Westersingel 19 Groningen.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a final report.
Background and aim(s) of the research:	Continuation of comparitive research into a number of curricula for modern arithmatic instruction in primary education. Sub-projects investigating certain aspects of school mathematic programmes in primary education is considered necessary. The aim of this project is the empirical testing of several programmes and the contribution to a better founded decision-making with regard to questions within programme construction. Establishment of the contribution of programmes to the development of skills and insight in simple operations with amounts and numbers.
Sub-divisions of the research:	a. Count-training; b. collections and relations; c. combination of (a) and (b); d. language training.
Methods:	Tests; interschool comparison; video recordings; individual and group training.
Size of the research:	School selection on the basis of the total number of pupils; division according to social background classes and a pilot group of 15 children from various schools. Ages between 4-3 and 6-0 years.
Main findings of the research and their implications for education:	Aimed is at the contribution of curricula and (diagnostic) test construction.
Number of workers engaged in the research:	1 researcher; 1 student-assistant.
Starting date of the research:	March 1972.
Date of completion:	Mid 1973.

Total costs of the research (incl. personnel):	Dfl. 50.700,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Utrecht, Instituut voor Pedagogische en Andragogische Wetenschappen (State University of Utrecht, Institute for Pedagogical and Andragogical Sciences)

Trans 14,
Utrecht.

Title of the research:	Terreinverkennend onderzoek inzake de afdelingen voor zeer gehandicapte kinderen. (Exploration research concerning institutes for severely handicapped children).
(Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. Rispens, Trans 14, Utrecht.
The research is at present:	Completed.
The research has not been carried out according the original plan. The reasons were:	Co-operation of the schools concerned presented some difficulties.
Bibliographic references:	Final report.
Background and aim(s) of the research:	Language analysis of young cerebral palsied children, a.o. with regard to possibilities for schooling.
Methods:	Tests; Recording and analysing spontanuous language; Survey.
Size of the research:	60 Testees; A number of test results per child (I.Q., language test); 100 Spontanuous language expressions.
Main findings of the research and their implications for education:	a. In terms of language command, great differences are found among the children studied; b. A number of children score evidently (far) beneath their age level; c. Observation shows that teachers are insufficiently aware of these facts (this is also due to lack of training).
Number of workers engaged in the research:	2 Researchers; 2 Assistants.
Starting date of the research: Date of completion:	March 1971. July 1972.
Total costs of the research (incl. personnel):	Dfl. 23.500,--.
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Utrecht, Instituut voor Pedagogische en Andragogische Wetenschappen (State University of Utrecht, Institute for Pedagogical and Andragogical Sciences)

Trans 14,
Utrecht.

Title of the research:	Leesvoorwaardenonderzoek. (Research into prerequisites of initial reading).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. Sixma, Trans 15, Utrecht.
The research is at present:	Completed.
Bibliographic references:	Sixma, J.: Leesvoorwaarden. Een onderwijskundige bijdrage tot een meer continue begeleiding van het kind bij zijn leren-lezen in de Nederlandse schoolsituatie. (Reading prerequisites. An educational contribution to a more continuous counseling of the child while learning to read in the Dutch school situation). Utrecht, 1973. 289 p. (Proefschrift Utrecht). Leesvoorwaardenpakket. (Reading prerequisites programme).
Background and aim(s) of the research:	Assistance to teachers of the first class in primary education and to counseling agencies, concerning the prevention of failures in initial reading.
Sub-divisions of the research:	a. Development of a reading prerequisite test; b. Development of an aid programme (partial course).
Methods:	– Analysis of reading methods; – Methods of test development; – Experiment: comparison and testing of teaching affects under 4 experimental conditions.
Size of the research:	– App. 1600 testees; – Test results of 4 tests with 1600 children, from 3 social classes, 3 age groups and sex(boys/girls); – City - rural area in the centre of the Netherlands; – App. 80 participating schools in the final investigation and app. 400 in the development of tests and programme.
Main findings of the research and their implications for education:	– Description of 6 specific prerequisites for initial reading in the Dutch school situation; – Development of a test based on these prerequisites; – Development of an aid programme; – Effects after app. 20 weeks of teaching are still few.
Number of workers engaged in the research:	2 researchers; 5 student-assistants.
Starting date of the research: Date of completion:	April 1968. December 1971.
Total costs of the research (incl. personnel):	app. Dfl. 750.000,–.

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Source of finance of the research:	a. Netherlands Foundation for Educational Research; b. Private means of the University.

Rijksuniversiteit Utrecht, Instituut voor Pedagogische en Andragogische Wetenschappen (State University of Utrecht, Institute for Pedagogical and Andragogical Sciences)

Maliebaan 103,
Utrecht.

Title of the research:	Project Friesland: Van huis uit Friestalige kinderen in het Nederlandse schoolsysteem. (Friesland project: Originally Frisian speaking children in the Dutch school system).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. Sixma; A.K. de Vries; J.M. Wijnstra, Maliebaan 103, Utrecht.
The research is at present:	In progress.
Bibliographic references:	Het van huis uit Friestalige kind in het Nederlandse basisonderwijs. (Originally Frisian-speaking children in the Dutch-speaking school system). Interim report.
Background and aim(s) of the research:	Which are the conditions on the basis of which objectives of primary education can best be realised in the case of originally Frisian-speaking children in predominantly Frisian-speaking communities.
Sub-divisions of the research:	Phase I : Start: to what extent do Frisian-speaking children suffer arrears in school proficiency due to inadequate command of the Dutch language. Phase II : Possible experimental phase. Phase III : Possible innovation.
Methods:	– School achievement tests; – School proficiency tests; – Dutch and Frisian language command tests; – Questionnaires, interviews.
Size of the research:	240 children (180 and 60 from rural areas in resp. the provinces of Friesland and Utrecht are followed from the end of the kindergarten period during their school-career upto and including the 3rd form of primary education. At the end of each schoolyear, school achievement and development of Dutch language command are examined.
Main findings of the research and their implications for education:	As yet no results are known. At the end of 1973 implications for education can be formulated.
Number of workers engaged in the research:	3 Reseachers; 3 Assistants.
Starting date of the research: Date of completion:	Phase I : January 1971 Phase I : December 1975.
Total costs of the research:	Dfl. 500.000,--.

Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Utrecht, Instituut voor Sociale Psychologie
(State University of Utrecht, Institute of Social Psychology)

St. Jacobsstraat 14,
Utrecht.

Title of the research:	"Sociale Academie Project". "(College of Social Studies" project).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.L. Knip; H. Prein St. Jacobsstraat 14, Utrecht.
The research is at present:	In progress.
The findings of the research will be published:	In the form of magazine articles.
Background and aim(s) of the research:	Translation of general organisation-theoretical knowledge to educational organisations. Development of a theory of practics in support of advisory services in educational organisations.
Sub-divisions of the research:	a. Relations between possibilities of specialisation with the aid of a differentiation-integration model of analysis; b. The above specified towards problems of centralised policy and decision making; c. Integration policy between study branches, analysed on the basis of two divergent organisation-theoretical viewpoints.
Methods:	Interview; questionnaires; observation.
Size of the research:	So far 4 colleges of Social Studies participated in the project. Teachers, students and administrators participated.
Main findings of the research and their implications for education:	The first sub-project especially yielded information on the typical aspects of organisation-environment relations in an educational organisation. The second sub-project particulary on the large influence of various tendencies within the organisation on the realisation of a common policy, and the resulting problems with regard to central decision making. Knowledge of these aspects can lead to better advising regarding problems of policy and co-operation.
Number of workers engaged in the research:	2 Researchers; 1 Supervisor; 1 Advisor; 5 Student-assistants.
Starting date of the research: Date of completion:	January 1971. December 1973
Source of finance of the research:	Netherlands Organisation for the Advancement of Pure Research; Private means of the University.

Rijksuniversiteit Utrecht, Instituut voor Sociale Psychologie
(State University of Utrecht, Institute of Social Psychology)

St. Jacobsstraat 14,
Utrecht.

Title of the research:	Analyse van de sociaal-psychologische processen, die een rol spelen bij het relatief geringe schoolsucces van kinderen uit het handarbeidersmilieu in het basisonderwijs. (Analysis of socio-psychological processes which are of influence on the relatively poor school performance of children from manual labourers families in primary education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	S. Soutendijk Overtoom 231 Amsterdam.
The research is at present:	In progress.
The research has not been carried out according the original plan. The reasons were:	Temporisation due to technical and organisational problems.
The findings of the research will be published:	– In 4 sub-reports dealing with the main instruments of observation; – integral final report; – report teacher-trainee investigation.
Background and aim(s) of the research:	The relative poor school performance of children from disadvantaged families is considered to be an obstruction to progression of the democratizing progress in education. It is attempted to contribute to the design and execution of effective measurements directed at the enhancement of educational output in primary education by means of the development of – observation instruments and methods; – formulation and testing of hypotheses concerning educational problems resulting from the actual educational situation.
Methods:	Observation; tests; interview; statistical data processing and analysis; literature study.
Size of the research:	Observation in app. 30 2nd grades in primary education in Enschede.
Starting date of the research: Date of completion:	January 1967 December 1973.
Total costs of the research:	1968 Dfl. 14.700,-- 1969 Dfl. 57.200,-- 1970 Dfl. 67.400,-- (Netherlands Foundation for 1971 Dfl. 49.600,-- Educational Research only) 1972 Dfl. 2.500,--
Source of finance of the research:	a. Private means; b. Netherlands Foundation for Educational Research.

Rijksuniversiteit Utrecht, Instituut voor Toegepaste Taalkunde
(State University of Utrecht, Institute of Applied Linguistics)

Wilhelminapark 11,
Utrecht.

Title of the research:	Het definiëren van een basisniveau van vreemde-taal-vaardigheid voor volwassenen. (Defining the threshold level in foreign language learning by adults).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed	J.A. van Ek Wilhelminapark 11, Utrecht.
The research is at present:	Partially completed.
Bibliographic references:	Ek, J.A. van: Analysis of the problems involved in defining in operational terms, a basic competence level in foreign language learning by adults. Council of Europe, Document CCC/EES (72)17. Ek, J.A. van: Proposal for a definition of a threshold level in foreign language learning by adults. Council of Europe, Document CCC/EES (72)72.
Background and aim(s) of the research:	The investigation was undertaken within the context of the development of a European unit/credit scheme in foreign language learning by adults (Council of Europe project).
Sub-divisions of the research:	a. Theoretical : analysis of problems involved in the definition of a threshold level in foreign language learning by adults; b. Practical : proposal for a definition of a threshold level in foreign language learning by adults.
Number of workers engaged in the research:	1 Researcher.
Starting date of the research: Date of completion:	October 1971. July 1972.
Source of finance of the research:	Council of Europe.

Rijksuniversiteit Utrecht, Instituut voor Toegepaste Taalkunde
(State University of Utrecht, Institute for Applied Linguistics)

Wilhelminapark 11,
Utrecht.

Title of the research:	Project Ontwikkeling Luistertoetsen. (Development of Listening Comprehension Tests).

Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	P.J.M. Groot, Wilhelminapark 11, Utrecht.
The research is at present:	Completed.
Bibliographic references:	Groot, P.J.M.: Interimrapport Project Ontwikkeling Luistertoetsen. (Interim report project development of listening comprehension tests). Informatiebulletin no. 1 van de Commissie Modernisering Moderne Vreemde Talen. (Information bulletin nr. 1 Committee Modernising Curriculum Modern Foreign Languages).
Background and aim(s) of the research:	a. Development of reliable, valid and efficient listening comprehension tests in the French, German and English language for Dutch secondary education; b. Research into the nature and components of listening comprehension tests in the French, German and English language for Dutch secondary education.
Size of the research:	1000 Pupils from all over the country per language; 20 (partial and global) tests.
Main findings of the research and their implications for education:	Advice of the Committee Modernising Curriculum Modern Foreign Languages to include listening comprehension tests in the central final examination higher general continued education in 1975. Development of listening comprehension tests by the Central Institute of Test Development for school research.
Number of workers engaged in the research:	7 Researchers (a.o. 3 Anglicists, 2 Germanists, 1 Romanist).
Starting date of the research: Date of completion:	September 1969. July 1972.
Total costs of the research (incl. personnel):	Dfl. 213.940,--.
Source of finance of the research:	Ministry of Education and Sciences.

Rijksuniversiteit Utrecht, Instituut voor Toegepaste Taalkunde
(State University of Utrecht, Institute for Applied Linguistics)

Wilhelminapark 11,
Utrecht.

Title of the research:	Ontwikkeling luistertoetsen m.a.v.o. - v.w.o. (Listening comprehension tests for intermediate general continued education and pre-university education).
(Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	P.J.M. Groot, Wilhelminapark 11, Utrecht.
The research is at present:	In progress.

The findings of the research will be published:	Probably in the form of a publication from the Institute.
Background and aim(s) of the research:	Following research into the problem of listening comprehension tests in general, in this project such tests will be developped specifically appropriate for intermediate general continued education and pre-university education.
Size of the research:	650 students all over the country per language; 6 tests.
Main findings of the research and their implications for education:	Construction of a number of listening comprehension tests for intermediate general continued education and pre-university education.
Number of workers engaged in the research:	4 Researchers (a.o. 1 Anglicist, 1 Germanist and 1 Romanist); 1 Assistant.
Starting date of the research: Date of completion:	August 1972. July 1974.
Total costs of the research (incl. personnel):	Dfl. 37.450,--
Source of finance of the research:	Ministry of Education and Sciences.

Rijksuniversiteit Utrecht, Pedagogisch-Didactisch Instituut voor de Leraarsopleiding (State University of Utrecht, Pedagogical-Didactical Institute for Teacher Training)

Budapestlaan 6,
Utrecht.

Title of the research:	Ontwerpen en evalueren van een in-service trainingsleerpakket voor onderwijsgevenden in een moedertaal bij alle sectoren van het onderwijs. (Designing and evaluating an in-service training package for teachers in the mother tongue in all educational sectors).
Name(s) of the principal researcher(s) to whom enquiries may be addressed:	J.S. ten Brinke, Budapestlaan 6, Utrecht.
The research is at present:	In progress.
Background and aim(s) of the research:	Starting point: desirability to relegate the choice of objectives for mother tongue instruction to a surveyable system of mother tongue workplan alternatives. Aim: design and evaluation of a refresher course with the object to enable teachers of various schooltypes (longitudinal) and/or subjects (latitudinal) to co-operate systematically with regard to mother tongue workplan alternatives, to facilitate the choosing from this system of alternatives and the realisation thereof.
Sub-divisions of the research:	– Phase of designing (November 1971 - June 1974); – Phase of execution (June 1974 - December 1977).

Methods:	Curriculum development according to Wheeler; Literature study; Interview; Experiment; Observation; Questionnaire; Tests; Audio-visual tools.
Size of the research:	During the preparatory phase:once every 2 weeks policy group meetings; during the execution phase: weekly meeting of the pilot group.
Main findings of the research and their implications for education:	Insight in the 5 phases of "Curriculum Process" (Wheeler) and the testing thereof with the aid of Wheeler and other relevant literature, empirical data, and specialist opinions.
Number of workers engaged in the research:	3 Researchers; 1 Methodologist; app. 10 Advisors; Student-assistants.
Starting date of the research: Date of completion:	November 1971. December 1977.
Total costs of the research (incl. personnel):	1971 Dfl. 300,--; 1972 Dfl. 56.000,--.
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Utrecht, Psychologisch Laboratorium
(State University of Utrecht, Psychological Laboratory)

Varkenmarkt 2,
Utrecht.

Rijksuniversiteit Utrecht, Instituut voor Toegepaste Taalkunde
(State University of Utrecht, Institute of Applied Linguistics)

Wilhelminapark 11,
Utrecht.

Title of the research:	Engels in het basisonderwijs. (English in primary education
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.A.M. Carpay, Psychological Laboratory of the State University of Utrecht, Varkenmarkt 2, Utrecht. P.J.M. Groot, Institute of Applied Linguistics of the State University of Utrecht; Wilhelminapark 11, Utrecht.
The research is at present:	Partly completed.

Bibliographic references:	Engels in het basisonderwijs. Eindverslag 1968-1972. (English in primary education. Final report 1968-1972). Groningen, Wolters-Noordhoff, 1973, in print. Bol, E. en J.A.M. Carpay: Der Semantisierungsprozess im Fremdsprachunterricht. (The semantic process in foreign languages instruction). Praxis des Neusprachlichen Unterrichts, Vol. 19, 1972: pp. 119-133. Bol, E. en J.A.M. Carpay: Grammatikaunterricht in einem English-Lehrgang für zehn- bis zwölfjärige Anfänger. (Grammar instruction in an English course for 10 to 12 year old beginners). Praxis des Neusprachlichen Unterrichts, Vol. 20, 1973. Parreren, C.F. van: Lautbild und Schriftbild im Anfangsunterricht. (Sound image and script image in beginners of instruction. Praxis des Neusprachlichen Unterrichts, Vol. 18, 1964: pp. 359-865.
Background and aim(s) of the research:	Research on and development of an action programme to adopt English in the 5th and 6th grade of the Dutch primary school.
Sub-divisions of the research:	1. To develop and test an experimantal educational teaching/learning package for an introduction course English for 10 to 12 year old pupils of the Dutch primary school. 2. To develop and test a (pre-service and in-service) training programme for teachers of the primary school on the basis of the package mentioned above or suchlike.
Methods:	The research is to be characterised as an evaluation research. "Laboratory classrooms" are used. The most important issues are the learning problems of the pupil and the teacher with regard to the activities of both. The working-method is a combination of the R.D.D. and the Social Interaction Model.
Size of the research:	Up to 1973: 15 test classes of appr. 30 pupils. From 1973 onwards: 40 test classes (schools).
Main findings of the research and their implications for education:	It appears possible to organise a systematic school experiment (comparatibility of the test classes etc.) according our "shooting-script". It appears also that on the basis of such a "shooting-script" the training of the teachers can be "practice-oriented" and "efficient".
Number of workers engaged in the research:	11 researchers, a.o.: 2 psychologists and 3 anglists.
Starting date of the research: Date of completion:	November 1968. Autumn 1975.
Total costs of the research (incl. personnel):	During the period 1968-1972 app. Dfl. 3.000.000,--.
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Utrecht, Sociologisch Instituut
(State University of Utrecht, Sociological Institute)

Heidelberglaan 2
De Uithof
Utrecht.

Title of the research:	Verkenning met betrekking tot de simulatie van onderwijssystemen. (Exploration regarding the simulation of educational systems).
Name(s) of the principal reseacher(s) to whom any enquiries may be addressed:	H.A. Becker Sociological Institute Heidelberglaan 2 De Uithof Utrecht.
The research is at present:	In progress.
The findings of the research will be published:	In a report elaborating on the workability of simulation with regard to educational systems and providing a number of test models.
Background and aim(s) of the research:	It is examined to what extent simulation can be of use in the preparation and execution of the restructuring of the university organisation. The object is to contribute to a "library" of models for analytical simulations and computer programmes. In case of policy measures in the field of university systems, it will be possible to examine their consequences.
Sub-divisions of the research:	a. Calculation model scientific staff in universities (Structure according to age groups); b. test-model of a sub-faculty in a gamma science.
Methods:	Literature study; visits to foreign institutes.
Main findings of the research and their implications for education:	Compilation of a paper in which a. possibilities of application of simulation techniques in the analysis of university education and its components are examined, and b. a detailed plan for tangible research into a part of the problem is included.
Number of workers engaged in the research:	1 researcher; 1 student-assistant.
Starting date of the research: Date of completion:	July 1971 April 1973
Total costs of the research:	1971 Dfl. 5.000,-- 1972 Dfl. 13.000,--
Source of finance of the research:	Netherlands Foundation for Eductional Research.

Rijksuniversiteit Utrecht, Stichting Onderzoek Leermoeilijkheden
(State University of Utrecht, Foundation Research Institute for Learning Difficulties)

Trans 14,
Utrecht.

Title of the research:	Geboortemaand en schoolsucces. (Date of birth and scholastic perfc:mance).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	K. Doornbos, Dopheidelaan 22, Heelsum.
The research is at present:	Completed.
Bibliographic references:	Doornbos, K.: Geboortemaand en schoolsucces. (Date of birth and scholastic performance). Groningen, Wolters-Noordhoff, 1971.
Background and aim(s) of the research:	Research into the influence of the position that a pupil has in relation to the other pupils in the educational system of class-teaching as a result of his age; including an analysis of the damaging effect of the year-class system as such.
Sub-divisions of the research:	Date of birth effects in: a. special education for mentally defective children; b. ordinary preliminary education; c. continued education; d. university education (freshmen students).
Methods:	File analysis with the aid of statistical methods; system analysis.
Size of the research:	Data from 130.000 pupils; partly file-processing, partly questionnaires and school file analysis, partly analysis of school psychological research data. Nationally and regional devied samples, c.q. research groups.
Number of workers engaged in the research:	1 researcher.
Starting date of the research: Date of completion:	October 1966. December 1971 (publication date of dissertation).
Source of finance of the research:	a. Foundation Pedagogical Research, Utrecht; b. Netherlands Foundation for Educational Research.

Rijksuniversiteit Utrecht, Stichting Onderzoek Leermoeilijkheden
(State University of Utrecht, Foundation Research Institute for Learning Difficulties)

Trans 14,
Utrecht.

Title of the research:	Een vergelijkend onderzoek van een aantal leerplannen voor modern rekenonderwijs in de basisschool. (A comparative research of a number of curricula for modern arithmatic instruction in primary education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	K.B. Koster Research Institute for Education in the North Westersingel 19 Groningen.
Bibliographic references:	1e Interimverslag, mei 1970. (1st Interim report, May 1970), 96 p. 2e Interimrapport, juni 1970 "Nieuwe wiskundeprogramma's voor de basisschool". (2nd Interim report, June 1970 "New mathematics programmes for primary education"), 169 p. These two reports together form the final report of the project.
Background and aim(s) of the research:	The multitude of presented and to be expected curricula for modern arithmatic instruction hinders a responsible choice from these. The aim of the project is the explicitation of current curriculum proposals for modern arithmatic with the intention to formulate a number of choice criteria regarding the content of this school subject for 5-9 year olds. Orientation study with regard to possible further research.
Sub-divisions of the research:	a. Inventarisation of existing curriculum proposals; b. analysis of a selection from these proposals; c. confrontation of the results of the analysis with specialist opinions; d. attempt to develop an optimal curriculum proposal.
Methods:	Literature study; standardised form of communication.
Mains findings of the research and their implications for education:	For the present it proves to be impossible to formulate choice criteria for the arithmatic instruction content on the basis of empirical or experimental research. Recommandations are made regarding the formulation of choice criteria and co-ordination of innovative oriented activities concerning arithmatic instruction. (National planning).
Number of workers engaged in the research:	1 researcher.
Starting date of the research: Date of completion:	October 1969 December 1970.
Total costs of the research (incl. personnel):	1969 Dfl. 6.600,-- (Netherlands Foundation for 1970 27.700,-- Educational Research only)
Source of finance of the research:	a. Private means; b. Netherlands Foundation for Educational Research.

Rijksuniversiteit Utrecht, Stichting Onderzoek Leermoeilijkheden
(State University of Utrecht, Foundation Research Institute for Learning Difficulties)

Trans 14
Utrecht.

Title of the research:	Onderzoek naar de problemen die zich voordoen bij de invoering van een bepaald differentiatiemodel in het basisonderwijs. (Research into the problems arising with the implementation of a certain model of differentiation in primary education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	W.J. Nijhof Trans 14 Utrecht.
The research is at present:	In progress.
Bibliographic references:	Nijhof, W.J.: Interimverslag over de periode 1969. (Interim report period 1969). Kruithof, L.P.: Groepswerk bij gedifferentieerd onderwijs. (Group work in differentiated education).
The findings of the research will be published:	In the form of reports and a dissertation.
Background and aim(s) of the research:	Starting point is the question whether differentiation in a more flexible class context is possible and feasible. Search for a theory regarding differentiating education, elementary level.
Sub-divisions of the research:	– Group reading in developmental levels; – evaluation of spelling problems; – evaluation of coaching problems; – discussion method within coaching; – analysis of didactical action.
Methods:	Observation; interview; questionnaire; tests; text analysis; models of analysis; effectivity and process evaluations.
Main findings of the research and their implications for education:	The model is practiceable under particular conditions, such as instrumentation of teachers by means of teaching/learning packages (with detailed indications for use bij teachers and pupils) on the one hand, and intensive, however non-continuous coaching on the other hand.
Number of workers engaged in the research:	1 researcher 2 assistants.
Starting date of the research: Date of completion:	June 1969 December 1973.
Total costs of the research (incl. personnel):	Dfl. 300.000,--.
Source of finance of the research:	Netherlands Foundation for Educational Research.

Rijksuniversiteit Utrecht, Stichting Onderzoek Leermoeilijkheden
(State University of Utrecht, Foundation Research Institute for Learning Difficulties)

Trans 14,
Utrecht.

Title of the research:	Het ontwerpen en beproeven van een compensatie-programma in de kleuterschoolfase ten behoeve van kinderen uit de sociaal-economisch gezien meest kwetsbare bevolkingslaag. (Designing and testing of a compensatory programme at kindergarten level for children from socio-economically disadvantaged populations).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	A.K. de Vries, Nieuwe Gracht 36, Utrecht.
The research is at present:	Completed.
The research has not been carried out according the original plan. The reasons were:	Temporisation caused by the labour intensity of the project, the combining of sub-project (b) and (c), and the adaptation of the project to new insights.
Bibliographic references:	Instituut voor de Ontwikkelingspsychologie R.U. Utrecht: Ouders, kinderen, school. Eindrapport I: Een uiteenzetting over de Nederlandse situatie; II: Beschrijving van de werkwijze. (Institute of Developmental Psychology, State University of Utrecht: Parents, children, school. Final report I; An exposition concerning the Dutch situation; II; Description of the working procedure). 1971. Vries, A.K. de: Report on the first evaluation data of the language and thought programme, 1971. Theunissen, J.F.M.: Project Compensatory Programme, paper for the Workshop on Curriculum Research and Development, December 1970 (Final report 1973).
The findings of the research will be published:	In the form of a final report, programmes, dissertation.
Background and aim(s) of the research:	Elimination of progressive retardation in primary education by the providing of adequate help to young children. Development and testing of a curriculum for 5-6 year old socio-economically disadvantaged children. Systematic and controlled introduction of the programme to educational agencies, responsible for the innovation of the educational system.
Sub-divisions of the research:	a. Family-participation programme; b. language-thinking programme; c. school-readiness programme.

Methods:	Tests; formative and summative evaluation; observation models; questionnaires.
Size of the research:	A number of kindergartens in various districts in Utrecht enrolling children from trained and skilled labourers; app. 25 children per class. Test moments: beginning kindergarten - end kindergarten; beginning primary education - end 1st grade primary education; end 2nd and 3rd grade primary education.
Main findings of the research and their implications for education:	Presently it can be stated that the various sub-programme have a favourable effect, even more so when applied in combinations. This is much dependent on counseling activities.
Starting date of the research: Date of completion:	1968. 1973.
Total costs of the research:	1968 Dfl. 90.400,-- 1969 Dfl. 174.100,-- 1970 Dfl. 161.100,-- 1971 Dfl. 139.500,-- 1972 Dfl. 9.300,--
Source of finance of the research:	Netherland Foundation for Educational Research.

Landbouwhogeschool Wageningen, Afd. Psychologie
(Agricultural University of Wageningen, dept. of Psychology)
Stadsbrink 389,
Wageningen.

Universiteit van Amsterdam, Kohnstamm-Instituut voor Onderwijsresearch
(University of Amsterdam, Kohnstamm-Institute for Educational Research)

Keizersgracht 73,
Amsterdam.

Title of the research:	Zelfverantwoordelijke werkgroepen. (Selfresponsible study groups).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	M.J. Jansen, Stadsbrink 389, Wageningen.
The research is at present:	Partly completed.
The research has not been carried out according the original plan. The reasons were:	Some delay was caused by a temporary teaching assignment of the project leader.
Bibliographic references:	Jansen, M.J.: Taak en functie van de docent in een zelfverantwoordelijke werkgroep.

	(Task and function of the teacher in a selfresponsible study group). Belhamel, 1970. Beuningen, C. van: Ervaringen van een zelfverantwoordelijke werkgroep. (Experiences of a selfresponsible study group). Belhamel, 1970.
Background and aim(s) of the research:	To acquire experience with a new educational structure in which problems of co-operation are consciously experienced and solutions are sought.
Methods:	(Teacher) participant observation.
Size of the research:	2 Groups of app. 10 students from all parts of the country; 2 Groups of app. 10 students in Wageningen; 1 Group of 26 students from all parts of the country.
Main findings of the research and their implications for education:	Selfresponsible study groups have much of a motivating influence on 8 to 9 out of 10 students. These groups may be considered as a training in problems of co-operation (for instance the conflict between individual wishes and group-objective, proper administring of feedback, optimum time-budgetting, decisionmaking procedures, etc.).
Number of workers engaged in the research:	1 Researcher; 1 student-assistant.
Starting date of the research: Date of completion:	October 1969. Interrupted for want of time.

Stichting Inter-Universitair Instituut voor Sociaal-Wetenschappelijk Onderzoek (Netherlands Universities Joint Social Research Centre)

O.Z. Achterburgwal 128,
Amsterdam.

Title of the research:	Ontwikkelingsmethoden voor zelfevaluatie project-onderwijs. (Development of evaluation methods in project-group education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	Sj. Fortuin, O.Z. Achterburgwal 128, Amsterdam.
The research is at present:	Partly completed.
The findings of the research will be published:	In a "Manual for project education", 1973.
Background and aim(s) of the research:	Development of an evaluation system to be used by project-groups in the assessment and correction of the group situation and activities.
Methods:	– Action research; – Development of self-evaluation methods in co-operation with project-groups; – Activities were as much as possible delegated to the

groups; assistance when problems occured;
– Group discussion method with a.o. questionnaires.

Size of the research: Most of the plenary sessions of three project-groups were attended to during 3 - 4 months.

Main findings of the research and their implications for education: Data regarding evaluation methods to be developed were collected. It is expected that a usefull manual can be compiled (also on the basis of former experience) through which project-groups should be able to reach good results without external educational assistance.

Number of workers engaged in the research: 1 Researcher;
2 Student-assistants.

Starting date of the research: April 1972.
Date of completion: July 1973.

Total costs of the research (incl. personnel): Dfl. 70.000,--

Source of finance of the research: Private means of the Centre.

Katholiek Sociaal-Kerkelijk Instituut
(Catholic Social-Ecclesiastical Institute)

Paul Gabriëlstraat 30,
's-Gravenhage.

Title of the research: Gegevens voor het scholenplan 1975/77
(Data for the school plan 1975/77).

Name(s) of the principal researcher(s) to whom any enquiries may be addressed: J.M. Tettero,
Catholic Social-Ecclesiastical Institute
Paul Gabriëlstraat 30,
's-Gravenhage.

The research is at present: Completed.

Bibliographic references: Commissie Planprocedure: Gegevens voor het scholenplan 1975/77. (Data for the school plan 1975/77).
's-Gravenhage, 1972.

Background and aim(s) of the research: Prognosis student numbers per region in institutions for continued education, excluding university education.

Sub-divisions of the research:
– Documentation;
– prognosis.

Methods: Statistical analysis.

Size of the research:
– All schools for continued education;
– student numbers (male/female) per type of education, location of establishment schools, and study year.

Main findings of the research and their implications for education: Planning of regional needs for education facilities on the level of continued education (excluding university education).

Number of workers engaged in the research:	2 researchers; 4 assistants.
Starting date of the research: Date of completion:	November 1971. July 1972.
Total costs of the research (incl. personnel):	Dfl. 50.000,--.
Source of finance of the research:	Ministry of Education and Sciences.

Katholiek Sociaal-Kerkelijk Instituut
(Catholic Social-Ecclesiastical Institute)

Paul Gabriëlstraat 30,
's-Gravenhage.

Title of the research:	Raming 15-, 16-, 17-jarigen niet deelnemend aan volledig dag- of partieel onderwijs. (Estimate of the number of 15, 16 and 17 year olds, not participating in day or partial education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.M. Tettero, Catholic Social-Ecclesiastical Institute, Paul Gabriëlstraat 30, 's-Gravenhage.
The research is at present:	Completed.
Bibliographic references:	Raming van het aantal 15-, 16- en 17-jarige mannen en vrouwen in 1971 noch volledig dagonderwijs noch partieel onderwijs volgend per schoolgebied. (Estimate of the number of 15, 16 and 17 year old males and females who during 1971 did not participate in day education, nor in partial education per school area). 's-Gravenhage, KASKI.
Background and aim(s) of the research:	Information on the number of persons to be considered for partial compulsory education.
Size of the research:	All persons in the age of 15 upto and including 19; data of all schools for continued education, nationally and regionally.
Main findings of the research and their implications for education:	Information on the number of people for whom facilities should be provided with regard to partial compulsory education, per region.
Number of workers engaged of the research:	3 researchers.
Starting date of the research: Date of completion:	March 1972. August 1982.
Total costs of the research: (incl. personnel)	Dfl. 8.827.50.
Source of finance of the research:	Ministry of Education and Sciences.

Katholiek Sociaal-Kerkelijk Instituut
(Catholic Social-Ecclesiastical Institute)

Paul Gabriëlstraat 30
's-Gravenhage.

Title of the research:	Werking van de Wet op de Partiële Leerplicht. (Functioning of the Part-time Compulsory Education Act).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.M. Tettero, Catholic Social-Ecclesiastical Institute) Paul Gabriëlstraat 30 's-Gravenhage.
The research is at present:	Completed.
Bibliographic references:	De functionering van de leerplichtwet 1969. Schooljaar 1971/'72. Resultaten van een enquête onder de Nederlandse gemeenten. (The functioning of the Compulsory Education Act 1969. Schoolyear 1971/'72. Results of a questionnaire in Dutch municipalities). 's-Gravenhage, KASKI.
Background and aim(s) of the research:	Insight in the number of students who are below the school leaving age in part-time education in the school year 1971/'72, and their participation in part-time education.
Number of workers engaged in the research:	1 researcher 1 assistant
Starting date of the research: Date of completion:	May 1972 September 1972.
Total costs of the research (incl. personnel):	Dfl. 4.221,75
Source of finance of the research:	Ministry of Education and Sciences.

Katholiek Sociaal-Kerkelijk Instituut
(Catholic Social-Ecclesiastical Institute)

Paul Gabriëlstraat 30
's-Gravenhage.

Title of the research:	Schoolorthodoxie. (School orthodoxy).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.M. Tettero Catholic Social-Ecclesiastical Institute Paul Gabriëlstraat 30, 's-Gravenhage.
The research is at present:	Partly completed.

Bibliographic references:	Verdeling van de leerlingen over de scholen voor kleuter-, basis- en (enkele vormen van) voortgezet onderwijs naar richting van de scholen. (Distribution of pupils over nursery, primary, and some types of continued education according to the denomination of schools). 's-Gravenhage, KASKI.
Background and aim(s) of the research:	Analysis of the development of schools choice determined by denomination in nursery, primary and continued education.
Size of the research:	School population from 1946 onwards; data on numbers of living child births from 1942 onwards; data on numbers of pupils; nationally distributed.
Main findings of the research and their implications for education:	Insight in the extent of shifts in school orthodoxy. Implications regarding ideological distribution of educational facilities.
Starting date of the research: Date of completion:	May 1972. second half 1973.
Source of finance of the research:	Ministry of Education and Sciences.

Nederlands Instituut voor Praeventieve Geneeskunde TNO, Leiden
(Netherlands Institute for Preventive Medicine, Leyden)

Wassenaarseweg 56,
Leiden.

Schooladviescentrum 's-Hertogenbosch
(School Advisory Centre 's-Hertogenbosch)

Rijnstraat 10,
's-Hertogenbosch.

Title of the research:	Vroegtijdige herkenning van leerstoornissen. (Early dedection of learning disorders).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.J.F. Schroots Netherlands Institute for Preventive Medicine Wassenaarseweg 56 Leiden. W. van Dongen School Advisory Centre 's-Hertogenbosch Rijnstraat 10 's-Hertogenbosch.
The research is at present:	In progress.
Bibliographic references:	Interimrapport 1: Vroegtijdige herkenning van leerstoornissen, een onderzoeksvoorstel. (Early detection of learning disorders, a research proposal). Leiden, NIPG/TNO, 1973. Interimrapport 2: Enkele aspecten van het grenzendtoetsend onderzoek. (Some aspects of limit-testing research). Leiden, NIPG/TNO, 1973. Interimrapport 3: Handleiding voor het standaard- en grenzend-toetsend onderzoek van schoolverlatende

kleuters (experimentele versie).
(Manual for standard and limit-testing research Kindergarten school leaving children).
Interimrapport 4: Vroegtijdige herkenning van leerstoornissen, operationalisatie van de probleem-formulering. (Early detection of learning disorders, operationalising the problem formulation). Leiden, NIPG/TNO, 1973.

The findings of the research will be published: In the form of regular interim reports.

Background and aim(s) of the research: Distinction organic vs. non-organic learning disorders. Aim: early detection of learning disorders and determination of implications regarding transfer nursery school - primary education.

Sub-divisions of the research:

a. General school medical research (aim: location of severe pathology);
b. neuropediatric research (aim: location of refined neurological pathology);
c. evaluation Innovation Programme (Free University of Amsterdam, dept. of Developmental Psychology, Pedology and Special Pedagogy);
d. translation psychodiagnostical results into orthodidactical programmes;
e. computer processing of raw scores to psychodiagnostical results in the form of flow-charts.

Methods: School readiness tests;
individual behaviour evalution lists;
parent interviews; questionnaires and medical check.

Size of the research: 400 testees: children leaving nursery school from 's-Hertogenbosch and surrounding areas, stratified according to three socio-economical levels.

Main findings of the research and their implications for education: Implications regarding transfer nursery school - primary education:
- better selection;
- better allocation;
- starting point for treatment of learning disorders;
- prevention of secondary learning and behaviour disorders;
- validating MBD-syndrome and treatment.

Number of workers engaged in the research: 8 researchers;
2 student-assistants;
2 advisors;
more then 100 student-assistants (fieldwork).

Starting date of the research: August 1972.
Date of completion: July 1975.

Total costs of the research (Incl. personnel): App. Dfl. 450.000,--
(Netherlands Institute for Preventive Medicine only)

Source of finance of the research:

a. Netherlands Institute for Preventive Medicine;
b. Free University of Amsterdam;
c. School Advisory Centre 's-Hertogenbosch.

Nederlands Instituut voor praeventieve Geneeskunde TNO
(Netherlands Institute for Preventive Medicine)

Wassenaarseweg 56
Leiden.

Vrije Universiteit, Amsterdam, afd. Ontwikkelingspsychologie, Pedologie en Speciale Pedagogiek
(Free University of Amsterdam, Department of Developmental Psychology, Pedology and Special Pedagogy)

Koningslaan 22,
Amsterdam.

Schooladviescentrum 's-Hertogenbosch
(School Advisory Centre 's-Hertogenbosch)

Rijnstraat 10,
's-Hertogenbosch.

Title of the research:	Hulp aan kinderen die op enigerlei wijze opvallen en vastlopen in het onderwijs. (Assistance to children who are in any way conspicious and end-up in an educational deadlock).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.J.F. Schroots Netherlands Institute for Preventive Medicine Wassenaarseweg 56, Leiden; H. Groenendaal, Free University of Amsterdam, Department of Developmental Psychology, Pedology and Special Pedagogy Koningslaan 22, Amsterdam; W. van Dongen School Advisory Centre Rijnstraat 10, 's-Hertogenbosch.
The research is at present:	In progress.
Bibliographic references:	a. Schroots, J.J.F.: Kinderen met leerstoornissen, een onderzoeksvoorstel. (Children with learning disorders, research proposal). 1971. Schroots, J.J.F.: Predictie, inferentie en decisie, een evaluatie van de neuropsychologische test). (Prediction, inference and decision, evaluation of the neuropsychological test). 1972. Schroots, J.J.F. : Kinderen met potentiële leermoeilijkheden, een conceptonderzoeksvoorstel. (Children with potential learning disorders, draft research proposal). 1972. b. Groenendaal, H.: Konsept-voorstel innovatieproject op kleuterscholen in sociaal en kultureel benadeelde wijken in s'-Hertogenbosch. (Draft proposal innovation project in nursery schools in socio-cultural dis-advantaged neighbourhoods in 's-Hertogenbosch). c. Dongen, M. van: Nota toelating en heronderzoek Buitengewoon Onderwijs in 's-Hertogenbosch. (Note admission and reinvestigation special educa-

tion in 's-Hertogenbosch). 1971.
Dongen, M. van: Gedachten over begeleiding kinderen uit kultureel-pedagogisch zwakke gezinnen voor de situatie te 's-Hertogenbosch.
(Thoughts on counseling of children from cultural pedagogical disadvantaged families in the 's-Hertogenbosch situation), 1971.
Heijden, A. v.d.: Verslag over de afname van de Nijmeegse Schoolbekwaamheidstest (N.S.T.) in 's-Hertogenbosch. (Report on the Nijmegen School Proficiency Test in 's-Hertogenbosch). 1972.
Dongen, M. van: Kort tussentijds verslag werkzaamheden begeleiding kinderen uit kultureel-pedagogisch zwakke gezinnen in 's-Hertogenbosch.
(Short interim report counseling activities children from cultural-pedagogical disadvantaged families in 's-Hertogenbosch). 1972.

Background and aim(s) of the research:

a. Development of research instruments and techniques for early selection, diagnosis, and therapy of apparently normal children with actual or potential learning disorders in the ages of 5 to 8 years;
b. development of possibilities for those children who are insufficiently able to learn in large group situations, whereas probably they are capable of learning;
c. counseling of teachers and pupils in schools located in cultural-pedagogically disadvantaged neighbourhoods.

Sub-divisions of the research:

See Background and aim(s) of the research.

Size of the research:

400 testees divided in several groups from 's-Hertogenbosch and Rosmalen;
N.S.T., F.S.T., A.K.I.T., L.I.S.T. (private development), programme Marion Blank a.o. are used.

Number of workers engaged in the research:

7 researchers.
1 assistant.

Starting date of the research:
Date of completion:

August 1972.
As yet unknown.

Source of finance of the research:

Momentary: a. Netherlands Institute for Preventive Medicine;
b. Free University of Amsterdam;
c. School Advisory Centre 's–Hertogenbosch.

Gemeenschappelijk Instituut voor Toegepaste Psychologie
(Joint Institute of Applied Psychology)

Berg en Dalseweg 127,
Nijmegen

Slagersvakonderwijs Vleeswarenindustrie
(Butchers' Professional Training, Meat Industry)

Prof. Pompelaan 8,
Utrecht.

Title of the research:	Leerlingenstelsel Vleeswarenindustrie. (Apprenticeship scheme Meat industry).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. Rietsema, Joint Institute of Applied Psychology Berg en Dalseweg 127 Nijmegen.
The research is at present:	In progress.
The findings will be published:	In the form of a report and advice to the principal.
Background and aim(s) of the research:	Raising of training motivation of apprentices in the apprenticeship scheme Meat Industry.
Methods:	Literature study; discussions.
Size of the research:	The discussion group comprises 7 persons.
Number of workers engaged in the research:	1 researcher; 5 teachers; 1 trade union administrator.
Starting date of the research: Date of completion:	Summer 1972. 1973.
Source of finance of the research:	Butchers' Professional Training Organisation.

Gemeenschappelijk Instituut voor Toegepaste Psychologie, afd. Sociale Gerontologie (Joint Institute of Applied Psychology, dept. of Social Gerontology)

Oude Kleefsebaan 10,
Nijmegen.

Title of the research:	Vooronderzoek om- en bijscholing van volwassenen. (Preliminary study on adult training).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.F.J. Janmaat Joint Institute of Applied Psychology, dept. of Social Gerontology Oude Kleefsebaan 10 Nijmegen. J.M.A. Munnichs Catholic University of Nijmegen, subject group Developmental Psychology Erasmuslaan 16 Nijmegen.
The research is at present:	Completed.
Bibliographic references:	Om- en bijscholing van volwassenen middels interne bedrijfsopleidingen. (Definitief onderzoeksvoorstel). (Adult training by means of courses within industries; Definate research proposal).
Background and aim(s) of the research:	Statistical analysis of training activities for adults to relate the most important forms for further research.

Methods:	– Interviews of a introductory nature; – analysis of available statistical data.
Size of the research:	App. 10 respondents.
Main findings of the research and their implications for education:	Every year a large number of adults participate in one form of further schooling or another. Insight in methods or results is lacking.
Number of workers engaged in the research:	3 researchers.
Starting date of the research: Date of completion:	End 1971. April 1972.
Total costs of the research (incl. personnel):	Dfl. 10.000,--.
Source of finance of the research:	Sociaal-Economische Raad; Commissie Opvoering Produktiviteit.

Hoogveld Instituut
(Hoogveld Institute)

Stikke Hezelstraat 1-3,
Nijmegen.

Title of the research:	Onderwijsproblemen en maatschappelijke achterhoede; een case study. (Educational problems and social rear-guard; a case study).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	F.J. van der Linden Hoogveld Institute Stikke Hezelstraat 1-3, Nijmegen.
The research is at present:	Completed.
Bibliographic references:	Linden, F.J. van der: Onderwijsproblemen en maatschappelijke achterhoede. Een case study. (Educational problems and social rear-guard; a case study). Nijmegen, 1971. Linden, F.J. van der: Onderwijs in een saneringswijk. (Education in a sanitation district). Jeugd in School en Wereld 56 (1972) nr. 2, p. 119-123; nr. 4, p. 173-175.
Background and aim(s) of the research:	Descriptive psychological research into intelligence, school performance, personality, school behaviour, family situation of primary school pupils in the socially most problematic districts of Nijmegen, in order to arrive at advices regarding improvement of the educational situation.
Methods:	– Objective achievement test; – evaluation and observation scales; – written questionnaires; – statistical tests.
Size of the methods:	100 Pupils in forms 1 upto and including form 6; boys only, in the age of 7 upto and including 14

	years, descending from (mainly unskilled and trained) hand labourers families.
Main findings of the research and their implications for education:	The existing image regarding intellectual capacities in culturally deprived children is supplemented and, in a sense, corrected. A clear insight was gained in behavioral disorders in relation to differences in cultural pattern of expectation between school and family. Education should serve to give the children better chances of development then presently is the case.
Number of workers engaged in the research:	1 psychologist; 2 test-assistants.
Starting date of the research: Date of completion	June 1970. March 1971.
Total costs of the research (incl. personnel):	Dfl. 23.408,80.
Source of finance of the research:	a. Subsidy from School Board (Dfl. 10.000,--); b. Private means of the Institute.

Hoogveld Instituut
(Hoogveld Institute)

Stikke Hezelstraat 1-3,
Nijmegen.

Title of the research:	Een beoordelingslijst voor probleemgedrag van leerlingen van de basisschool. (Evaluation list for problem behaviour in pupils of primary education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	V.J. Welten, Stikke Hezelstraat 1-3, Niimegen.
The research is at present:	In progress.
Bibliographic references:	Linden, F.J. van der: Onderwijsproblemen en maatschappelijke achterhoede. Een case study. (Educational problems and social rear-guard. A case study). Nijmegen, 1971. Hoogveld Instituut: Advisering en begeleiding van het onderwijs in het land van Maas en Waal. (Advising and counceling in the country of Maas and Waal). Nijmegen, 1971.
The findings of the research will be published:	In the form of a magazine article.
Background and aim(s) of the research:	Starting point: verification of the theory regarding dimensions of problem behaviour in the school according to B.N. Philip; problem in the elementary school, Child Development, 1968, p.p. 895-903. Objective: construction of research instrument (precoded questionnaire).
Methods:	Scale techniques; statistical techniques; tests (a.o. factor analysis).

Size of the research:	App. 1400 testees (pupils about whom teachers complete the evaluation list) from city and rural schools with a distinction mainly according to sex, age and social background.
Main findings of the research and their implication for education:	Analysis produces 5 workable factors of school problem behaviour on the basis of which it is possible to construct an evaluation list comprising 25 items (5 specific behavioural modes per factor) and per item a 5-point scale, to be completed by the teacher. Further reliability and validation research is in progress in order to diagnose problem behaviour in primary education more objectively and systematically.
Number of workers engaged in the research:	1 Researcher.
Starting date of the research: Date of completion:	June 1970. In the course of 1973.
Total costs of the research (incl. personnel):	app. Dfl. 5.000,–
Source of finance of the research:	Private means.

Centraal Planbureau
(Central Planning Bureau)

Van Stolkweg 14,
's-Gravenhage.

Title of the research:	Onderzoek naar de effecten van de herstructurering van het wetenschappelijk onderwijs. (Consequences of restructuring university education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. Passenier, Central Planning Bureau Van Stolkweg 14 's-Gravenhage.
The research it at present:	Partly completed.
Bibliographic references:	Passenier, J.: Een arbeidsmarkt vol academici. (A labour market inflated by university graduates). Intermediair, 27-10-1972.
Background and aim(s) of the research:	To obtain insight in the effects of university education regarding the numbers of students, expenditures and profits of the persons concerned, and the ratio of university graduates on the labour market.
Sub-divisions of the research:	a. Numbers of students; b. analysis of expenditures; c. labour market for university graduates.
Methods:	Statistical analysis.
Size of the research:	Data were used on lenght of study-time per study branch, on numbers of university graduates per study branch and on expenditures and profits (in a wide sense).

Main findings of the research and their implications for education:	Curtailment of study-time results in a national economical saving of expenses of three milliard guilders per in 1990. Taking the present salary norms into account, it is expected that in the '70's growing surplusses will be noticeable in most types of university graduates. If no restructuring will be implemented, the number of students will be three quarters of the expected number in 1990.
Number of workers engaged in the research:	2 researchers; 2 assistants.
Starting date of the research: Date of completion:	1970. 1973.
Total costs of the research (incl. personnel):	Dfl. 320,000,--.
Source of finance of the research:	Private means of the bureau.

Centraal Planbureau
(Central Planning Bureau)

Van Stolkweg 14,
's-Gravenhage.

Title of the research:	Ontwikkeling integraal kwantitatief onderwijsmodel. (Development of comprehensive quantitative educational model).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	H.E. Ruitenberg, Central Planning Bureau, Van Stolkweg 14, 's-Gravenhage.
The research is at present:	In progress.
Bibliographic references:	Thoolen, B.A.: Some problems of SOM(e) models. Passenier, J.: An education matrix; in: H.A. Becker: Developments in simulation and gaming. Ruitenberg, H.E.: Description of the Student Flow Model.
Background and aim(s) of the research:	Development of a simulation model for the calculation of numbers of teachers and students for all types of education, as well as the expenditures and student output for the computation of the supply on the labour market.
Sub-divisions of the research:	a. student flow model; b. teacher labour market model; c. cost model; d. labour market supply model.
Methods:	Quantitative analysis of data from the Netherlands Central Bureau of Statistics through the matrix method.
Size of the research:	Almost all data from the above mentioned Bureau of Statistics regarding numbers of students and teachers in the Netherlands are included.

Main findings of the research and their implications for educations:	The Flow Model works; data from primary and secondary education are used.
Number of workers engaged in the research:	1 researcher; 1 assistant.
Starting date of the research: Date of completion:	1970. 1975.
Total costs of the research (incl. personnel):	Dfl. 120.000,– (for the first two years).
Source of finance of the research:	Private means of the Bureau.

Centraal Bureau voor de Statistiek
(Netherlands Central Bureau of Statistics)

Oostduinlaan 2,
's-Gravenhage.

Title of the research:	Studieloopbaan van de studentengeneratie 1954-1957 en 1961-1963. (Analysis of university students performance of the 1954-1957, and 1961-1963 generations).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. de Bruyn, Oostduinlaan 2, 's-Gravenhage.
The research is at present:	Partly completed.
Bibliographic references:	Centraal Bureau voor de Statistiek: Statistiek van het wetenschappelijk onderwijs; studieloopbaan van de studentengeneraties 1954-1957 en 1961-1963. Deel 1. Algemene informatie, 55 p. Deel 2. Studiebalansen, 76 p. Deel 3. Factoren die de studieresultaten beïnvloeden, 43 p. (Statistics on university education; Study performance of student generations, 1954-1957 and 1961-1963. Volume 1. General information, 55 p. Volume 2. Student performance and dropout, 76 p. Volume 3. Factors influencing student performance, 43 p.). 's-Gravenhage, Staatsuitgeverij, 1971.
The findings of the research will be published:	Regarding student generations 1961-1967 in a similair form as those of the 1954-1957 generations.
Background and aim(s) of the research:	To obtain insight in study performance and drop-out in university education.
Methods:	Cohort analysis: following a group students (individually) in their studies during a period of 4, resp. 7 years.
Size of the research:	Generations 1954-1957: app. 17.500; Generations 1961-1963: app. 23.000.
Main findings of the research and their implications for education:	a. The output of the final examinations from the various faculties is very divergent (male students be-

tween 47% and 82 %; female students between 24 % and 56 %);
b. Drop-out rates differ notably for men and women (men between 8 % and 32 %; women between 17 % and 43 %);
c. Factors influencing study performance:
   - little influence of social environment;
   - the higher the scores on relevant subjects at final examinations, in pre-university education, the higher the output;
   - drop-out is highest among students with the lowest scores at final examinations in pre-university education.

Starting date of the research: Generations 1954 - 1957: December 1954; Generations 1961 - 1963: December 1961;

Date of completion: Generations 1954 - 1957: September 1971; Generations 1961 - 1963: September 1977.

Source of finance of the research: Private means of the Bureau.

Centraal Bureau voor de Statistiek
(Netherlands Central Bureau of Statistics)

Oostduinlaan 2,
's-Gravenhage.

Title of the research: Onderwijsmatrix 1969.
(Educational matrix 1969).

Name(s) of the principal researcher(s) to whom any enquiries may be addressed: J. de Bruyn,
Oostduinlaan 2,
's-Gravenhage.

The research is at present: Completed (the project could be described in terms of continuous model development rather then as a clear-cut research project).

Bibliographic references: Centraal Bureau voor de Statistiek: Overgangen binnen het onderwijs en intrede in de maatschappij. Onderwijsmatrix 1969. (Flows within the educational system and entry into the labour force. Educational matrix 1969).

Background and aim(s) of the research:
a. Presentation (in figures) of education as an - however articulate - entirety;
b. To raise systematically aspects of in- and outflow in the various school types in relation to available data;
c. Demonstration of student flow within the types of schools including the related possible delay in school and university career;
d. To pay explicit attention to the transition from education to labour force.

Sub-divisions of the research: Matrices per school type. These include more detailed information per section (mainly per school year), particularly on student flows. Each year app. 30 of these matrices of the various types of schools are published.

Methods:	Retropective determination of the type of education in which the various groups of students (categorised according to school type and, when possible, class/study year) participated the year before, and, when possible, determination of class/study year belonged to.
Size of the research:	The entirety of full time day education, as far as it presently is included within the statistical perception.
Main findings of the research and their implications for education:	The investigation demonstrates student flow in the educational system and renders an impression of the educational load of those who leave the system.
Starting date of the research: **Date of completion:**	Februari 1966. July 1971.
Source of finance of the research:	Private means of the Bureau.

Centraal Bureau voor de Statistiek
(Netherlands Central Bureau of Statistics)

Oostduinlaan 2,
's-Gravenhage.

Title of the research:	Integrale docententelling. (Census of teaching staff).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. de Bruyn; G.H. Oliehoek, Oostduinlaan 2, 's-Gravenhage.
The research is at present:	Partly completed.
Bibliographic references:	Statistiek van het VWO, HAVO en MAVO 1970/'71. Leraren en bevoegdheidssituatie. (Statistics of pre-university, higher general continued, and intermediate general continued education 1970/'71. Teachers and qualification situation). 's-Gravenhage, Staatsuitgeverij, 1972.
The findings of the research will be published:	In a publication of the Netherlands Central Bureau of Statistics.
Background and aim(s) of the research:	Census of all teachers in education from nursery school upto and including university education; origin and destination of teachers; transitions from one type of school to another.
Sub-divisions of the research:	Census per type of school.
Size of the research:	With regard to general continued education: 40.000 pupils.
Main findings of the research and their implications for education:	Data will serve as a basis for calculations concerning the need for particular certificates of qualifications.
Starting date of the research: Date of completion:	September 1970. Unknown.

Total costs of the research (incl. personnel):	Dfl. 50.000,--.
Source of finance of the research:	Private means of the Bureau.

Centraal Bureau voor de Statistiek
(Netherlands Central Bureau of Statistics)

Oostduinlaan 2,
's-Gravenhage.

Title of the research:	Studieloopbaan van de studentengeneratie 1970/'71. (Analysis of students performance of the 1970/'71 generation).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. de Bruyn; R.H. Mulder, Netherlands Central Bureau of Statistics Oostduinlaan 2, 's-Gravenhage.
The research is at present:	In progress.
The findings will be published:	In a publication of the Netherlands Bureau of Statistics.
Background and aim(s) of the research:	To obtain insight in study performance and study results in university education.
Methods:	Cohort analysis: following a group of students (individually in their studies during an as yet unknown number of years (app. 10).
Size of the research:	App. 18.000 students.
Starting date of the research: Date of completion:	February 1972. In app. 10 years.
Total costs of the research (incl. personnel):	Dfl. 20.000,--.
Source of finance of the research:	Private means of the Bureau.

Centraal Bureau voor de Statistiek
(Netherlands Central Bureau of Statistics)

Oostduinlaan 2,
's-Gravenhage.

Title of the research:	Schoolloopbaan van de leerlingen bij het VWO, HAVO en MAVO; Generatie 1972. (School career performance of the 1972 class of pre-university, higher general continued, and intermediate general continued education).
The research is at present:	In progress.

Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. de Bruyn, Oostduinlaan 2, 's-Gravenhage.
The findings of th research will be published:	In a publication from the Netherlands Bureau of Statistics.
Background and aim(s) of the research:	To obtain insight in student flows through pre-university, higher general continued and intermediate general continued education.
Methods:	Cohort analysis: following a group of students (individually) in their school career during a period of 8 to 9 years.
Size of the research:	App. 40.000 students, or 25 % of all students admitted to the first year of studies.
Starting date of the research:	August 1972.
Date of completion:	In 8 to 9 years.
Source of finance of the research:	Private means of the Bureau.

Centraal Bureau voor de Statistiek
(Netherlands Central Bureau of Statistics)

Oostduinlaan 2,
s-Gravenhage.

Title of the research:	Schoolloopbaan van de leerlingen/studenten bij MBO/HBO. (School career of students in secondary vocational training and higher vocational training).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	G.H. Oliehoek, Oostduinlaan 2, 's-Gravenhage.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a C.B.S.-publication.
Background and aim(s) of the research:	Determination of study-cutput in relation to previous training and age of admission.
Sub-divisions of the research:	According to types of school: secondary and higher training in business economics and administration, technical college and social academy.
Methods:	All freshmen students in a particular school-year are followed during their school career, within a particular type of school. This is done with the aid of charts on which progress and schoolleaving is registered.
Size of the research:	For generations 1970 and 1971: app. 13000 students; for generation 1968 and 1970: app. 20000 students.
Starting date of the research:	November/December 1968.
Date of completion:	1975/1976.

Total costs of the research (incl. personnel)	Dfl. 40.000,– (excl. mechanical processing of data).
Source of finance:	Private means.

Centraal Bureau voor de Statistiek
(Netherlands Central Bureau of Statistics)

Oostduinlaan 2,
's-Gravenhage.

Title of the research:	Doorstroming voortgezet onderwijs. (Student-flow continued education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	N.E. Pechler, Oostduinlaan 2, 's-Gravenhage.
The research is at present:	Partly completed.
Bibliographic references:	Centraal bureau voor de Statistiek: Schoolkeuze en schoolloopbaan bij het voortgezet onderwijs - Generatie G.L.O. Leerjaar 1964/1965. (Choice of school and school performance in continued education - generation primary education grade 6, study year 1964/1965). 's-Gravenhage, Staatsuitgeverij, 1972.
Background and aim(s) of the research:	Acquisition of data on student-flow from primary education to continued education and the further school career in this type of education in relation to a number of student characteristics, such as social environment, type of performance, etc. The project is a result of co-operation with the Institute of Sociology, State University of Leyden, and the Netherlands Institute for Preventive Medicine, which Institutes studied the pre-university education potential, resp. prediction scores.
Sub-divisions of the research:	In execution at the Institute of Applied Sociology of the Catholic University Nijmegen. This Institute endeavours to gather information on the backgrounds of school changes and entrance in society.
Methods:	– Cross national sample in which primary schools function as sampling units; – Cohort analysis of the students in the schools sampled (6th grade).
Size of the research:	11170 Testees.
Main findings of the research and their implications for education:	A positive relation is found between school performance level and social background. Transitions to the various form of continued education appear to be strongly achievement-bound, and therefore also environment-bound.
Starting date of the research: Date of completion:	Preparations: mid 1964; schoolyear 1965/'66. After data collection schoolyear 1973/'74.

Total costs of the research (incl. personnel):	Dfl. 350.000,--
Source of finance of the research:	a. Ministry of Education and Sciences; b. Private means.

Centraal Bureau voor de Statistiek
(Netherlands Central Bureau of Statistics)

Oostduinlaan 2
'-Gravenhage.

Title of the research:	Vernieuwing van de statistieken van de uitgaven voor onderwijs 1969. (Renewal of education on expenditures for education 1969).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	W.J. de Voogt, Netherlands Central Bureau of Statistics Oostduinlaan 2, 's-Gravenhage.
The research is at present:	Completed.
The research has not been carried out according the original plan. The reasons were:	In the actual execution of the project it was sometimes necessarry to deviate from the originally defined general/theoretical position.
Bibliographic references:	Statistiek van de uitgaven der overheid voor onuerwijs 1969. (Statistics on state, provinces and municipalities expenditure on education). 's-Gravenhage, Staatsuitgeverij, 1972.
Background and aim(s) of the research:	Avilable (Government) statistics on educational expenditures. Aim: a. compilation of an input - output index of education to arrive at inclusion of education in the national account; b. improvement of co-ordination of expenditures statistics and those of pupils and teachers in view of the development of the so-called "Social system".
Sub-divisions of the research:	a. Public expenditures on education in general; b. separate elaboration of the statistics of expenditures on university education.
Methods:	Questionnaires.
Size of the research:	a. Questionnaires from app. 900 municipalities, and app. 1600 schools (app. 6000 documents in total); b. App. 23 % from the total of public expenditures will be closely analysed.
Main findings of the research and their implications for education:	As a first result, on the one hand a more clear insight can be mentioned in the actual exploitation expenditures of the different school types and the relation between these expenditures and the number of pupils; on the other hand more data on other (types of) government expenditures on education are available. Apart from the fact that those data can serve towards improvement of the efficiency of education in the total politico-economical context.

Starting date of the research:	February 1970.
Date of completion:	April 1972.
Total costs of the research (incl. personnel):	Dfl. 150.000,--.
Source of finance of the research:	Private means of the Bureau.

Centraal Bureau voor de Statistiek
(Netherlands Central Bureau of Statistics)

Oostduinlaan 2
's-Gravenhage.

Title of the research:	De tijdsbesteding van het wetenschappelijk personeel bij universiteiten en hogescholen. (Time-budget of scientific staff in universities).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	W.F.M. de Vries Netherlands Central Bureau of Statistics Oostduinlaan 2 's-Gravenhage.
The research is at present:	Completed.
The research has not been carried out according the original plan. The reasons were:	In the original planning each staff-member was to review his activities of one week, 4 times per academic year; fear to overload the staff and the resulting lower respons led to reduction to 2 times per academic year.
Bibliographic references:	Centraal Bureau voor de Statistiek: Speur en ontwikkelingswerk in Nederland. Deel 2. Universiteiten en Hogescholen. De tijdsbesteding van het wetenschappelijk personeel. (Research and development work in the Netherlands 1969. Volume 2. Universities. Time-budget of scientific personnel in universities. 's-Gravenhage, Staatsuitgeverij, 1971.
Background and aim(s) of the research:	Determination of the extent of research and development work in universities through data collection on time-budgets of scientific staff.
Methods:	Each scientific staff member was asked to review his time-budget in two appointed weeks. An optimal distribution of the various faculties over the year was quaranteed by means of a sample in space and time. The different categories of activities were operationally defined by an exhaustive enumeration of all belonging sub-activities.
Size of the research:	App. 12.000 testees; app. 20.000 questionnaires.
Main findings of the research and their implication for education:	Time spent on research and development work averages 30 %: this is less then is sometimes assumed. The time-budget pattern differs notably for A-, B-, and medical faculties, as well as for the various categories of personnel.

Starting date of the research:	September 1968.
Date of completion:	January 1971.
Total costs of the research (incl. personnel:	Dfl. 250.000,--.
Source of finance of the research:	Ministry of Education and Sciences: Private means of the Bureau.

Centraal Bureau voor de Statistiek
(Netherlands Central Bureau of Statistics)

Oostduinlaan 2,
's-Gravenhage.

Academische Raad
(Academic Council)

Javastraat 34-36
's-Gravenhage.

Centraal Planbureau
(Central Planning Bureau)

Van Stolkweg 14,
's-Gravenhage.

Title of the research:	De arbeidsmarkt voor dierenartsen en biologen. (Labour market for veterinary surgeons and biologists).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. de Bruin, Netherlands Central Bureau of Statistics, Oostduinlaan 2, 's-Gravenhage.
The research is at present:	Completed.
Bibliographic references:	1. De arbeidsmarkt voor dierenartsen; behoefte, aanbod, overschot in 1980 en 2000. (The labour market for veterinary surgeons; demand, supply, surplus in 1980 and 2000). 2. De arbeidsmarkt voor biologen; behoefte, aanbod en overschot in 1980 en 2000. (The labour market for biologists; demand, supply and surplus in 1980 and 2000). 's-Gravenhage, Academische Raad, 1972.
Background and aim(s) of the research:	Compilation of a totally accountable review of the (numerical) future possibilities for veterinarion surgeons and biologists by means of a confrontation of "demand and supply".
Sub-divisions of the research:	a. Subproject veterinarion surgeons; b. Subproject biologists.
Main findings of the research and their implications for education:	For both veterinarion surgeons and biologists a notable surplus is to be expected. With regard to the first group, restricting measures could have an effect, if implemented on a short term basis. Regarding the second group, cprrective measures would only have a very slight effect, since the trend on the development outlined can only slightly be branched off.

Starting date of the research:	Veterinarion surgeons : Januari 1970; Biologists : February 1972.
Date of completion:	Veterinarian surgeons : May 1971; Biologists : June 1972.
Total costs of the research:	Dfl. 30.000,--.
Source of finance of the research:	Private means of the Bureau.

Ministerie van Defensie/Marine
(Ministry of Defence/Navy)

Koningin Marielaan 17,
's-Gravenhage.

Title of the research:	Vergelijkend onderzoek geprogrammeerde instructie. (Comparative study between programmed instruction and text book with adjunct questions).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	M. Beishuizen Ministry of Defence/Navy Koningin Marielaan 17 's-Gravenhage.
The research is at present:	Partly completed.
The findings of the research will be published:	In the form of reports and a dissertation.
Background and aim(s) of the research:	Comparison of learning effect of programmed instruction and textbook with adjunct questions on the assumption that the second alternative has many advantages over the first.
Sub-divisions of the research:	a. Follow-up research with different conditions (textbook and adjunct questions); b. follow-up research with different conditions (textbook).
Methods:	Variance analysis test scores; factor analysis attitude scale; content analysis and chi-square on failure patterns in final tests; retention test after 6 weeks; correlation with individual characteristics.
Size of the research:	2 samples, each of 600 testees, respectively "professionals" (age 16), and "drafted" students (age 20); 2 types of subject matter (content and fact); 3 teaching hours each; research during regular training conditions during half a year.
Main findings of the research and their implications for education:	– Interaction with level of intelligence; – interaction with type of "professional" student (lower intelligence, higher motivation), or "drafted" student (higher intelligence, lower motivation); – in case of higher intelligence there is no difference in methods of instruction; this is the case when intelligence is lower; – in case of the "professionals" only the "sequence

effect" is taken into account (textbook and questions worse then programmed instruction, due to a different sequence pattern);
- in case of "drafted" students only the "activating effect" comes up (with questions better then without questions).

Number of workers engaged in the research: 1 researcher;
5 assistants.

Starting date of the research: September 1969
Date of completion: December 1973

Source of finance of the research: Private means.

Koninklijk Instituut voor de Marine
(Royal Navy Institute)

Het Nieuwe Diep 8
Den Helder.

Title of the research: Analyse van een opleiding.
(Analysis of a training organisation).

Name(s) of the principal researcher(s) to whom any enquiries may be addressed: P.M. Bagchus
Catholic University of Tilburg,
Psychological Department
Hogeschoollaan 225
Tilburg.

The research is at present: Completed.

Bibliographic references: Bagchus, P.M.: Analyse van een opleiding, 1972
Proefschrift Groningen.
(Analysis of a training organisation).

Background and aim(s) of the research: Development of methods and techniques for research into training organisation.

Sub-divisions of the research:
a. Development of a method for research into objectives;
b. development of an approach to use data on individuals in an organisation analysis;
c. development of methods for research into communication;
d. development of methods for research into influence and decision-making.

Methods:
- analysis of documents;
- group interviews;
- questionnaires, tests, scales;
- much use was made of various multi-variation techniques of analysis.

Size of the research: App. 160 testees.

Main findings of the research and their implications for education: Implications mainly concerning large scale applications of the methods developed

Number of workers engaged in the research:	5 researchers.
Starting date of the research: Date of completion:	Augustus 1968. June 1972.
Total costs of the research (incl. personnel):	App. Dfl. 320.000,--.
Source of finance of the research:	Ministry of Defence.

Commisie Modernisering Leerplan Natuurkunde
(Committee Modernising Physics Curriculum)

Dr. Lovinklaan 18,
Alphen aan de Rijn.

Title of the research:	Project Leerpakketontwikkeling Natuurkunde. (Physics Curriculum Development Project).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	H.F. van Aalst; C.A.S. Groen; B. Pelupessy, Transitorium 1, Leuvenlaan 21, Utrecht.
The research is at present:	In progress.
Bibliographic references:	Plonex 720929 : Eerste deelrapport project 0213 S.V.O. (First partial report, project 0213 Netherlands Foundation for Educational Research). Plonex 730116 : Tweede deelrapport project 0213 S.V.O. (Second partial report, project 0213 Netherlands Foundation for Educational Research). Plonex 721117 : Curriculum Development in Secondary Science (Report of a course held September 3-16, 1972, in London).
The findings of the research will be published:	In the form of a final report.
Background and aim(s) of the research:	Systematic renovation of secondary physics education (intermediate general continued education, higher general continued education, pre-university education) by means of the development of teaching/learning packages and a plan regarding a well-guided introduction in the schools.
Methods:	– Operation research for decision-making; – Formative and summative evaluation, combined with action research.
Size of the research:	App. 200 respondents (research of objectives, nationally distributed); App. 200 to 600 pupils in 3 to 8 pilot schools (after August 1974).
Main findings of the research and their implication for education:	First draft of a strategy model for the development of a learning package.
Number of workers engaged in the research:	6 Researchers; 1 Methodologist.

Starting date of the research:	August 1972.
Date of completion:	August 1982.
Total costs of the research (incl. personnel):	Dfl. 337.800,-- (August 1972 - August 1973). Following period. Dfl. 500.000,-- , per year.
Source of finance of the research:	Netherlands Foundation for Educational Research.

Stichting Schoolpedagogische Dienst Agglomeratie Arnhem
(School Advisory Centre Conurbation of Arnhem)

Postbox 337,
Arnhem

Title of the research:	Voorbereiding integratie kleuter- en basisonderwijs. (Preparation of the integration between nursery school and primary education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	S. de Witt, Postbox 337, Arnhem.
The research at present:	In progress.
The findings of the research will be published:	In the form of magazine articles.
Background and aim(s) of the research:	Advancement of optimal student flow through the educational system.
Sub-divisions of the research:	a. School preparatory programme; b. Initial reading project.
Methods:	Development of materials as well as programmes; evaluation by means of questionnaires, tests and group discussions.
Size of the research:	1971: 25 nursery schools with 42 groups; 1972: 35 nursery schools with 69 groups (subproject I); 18 primary schools with 24 groups (subproject II);. In the nursery schools a school preparatory programme developed under the control of the Centre, is used. In primary education activities are co-ordinated with current methods in initial reading instruction. Participating schools are located in a medium sized city and rural areas.
Main findings of the research and their implications for education:	One of the results so far has been a simplified and earlier detection of children with learning and educational disorders. The research should in due time lead to prevention of learning difficulties.
Number of workers engaged in the research:	1 Researcher; 1 Pedagogical didactical co-worker; 1 Psychologist/clinical pedagogue; 2 Consultants.

Starting date of the research:	November 1971.
Date of completion:	Unknown.
Total costs of the research (incl. personnel):	Dfl. 160.000,-- per year.
Source of finance of the research:	Private means of the Centre.

Stichting Schooladviesdienst "Oost-Gelderland"
(School Advisory Centre "Oost-Gelderland")

Holterweg 119,
Doetinchem.

Title of the research:	37 Scholenplan. (37 Schools-plan).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	L. Bolle, Holterweg 119, Doetinchem.
The research is at present:	In progress.
Bibliographic references:	Bolle, L, H.M. Derksen en J.G.J. van Dijk: Wereldverkenning in het basisonderwijs. (World orientation in primary education). IJmuiden, Vermande, 1973. 72 blz.
The findings of the research will be published:	In the form of a joint research report with the Association of Joint National Pedagogical Centres.
Background and aim(s) of the research:	Individual continuous progression of pupils in pre-school and primary education.
Sub-divisions of the research:	a. Work-plan nursery school education; b. Work-plan 1st year; c. Various forms of level-lessons development; d. World orientation; e. Level-arithmatic development.
Methods:	A general evaluation plan, specified in year plans.
Size of the research:	The investigation is presently set up in co-operation with the Association of Joint National Pedagogical Centres (collaboration project).
Number of workers engaged in the research:	2 Researchers 2 Pedagogical/didactical co-workers.
Starting date of the research:	August 1972.
Date of completion:	app. June 1978.
Total costs of the research (incl. personnel):	Dfl. 378.000,-- per year.
Source of finance of the research:	Ministry of Education and Sciences.

Drs. A.J.M. Raaijmakers

Livornostraat 35
Eindhoven.

Title of the research:	Ontwikkeling van een nieuw stroomdiagram voor het onderwijs in de nationale kringloop. (Development of a new flow-diagram for teaching the circular flow in economics).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	A.J.M. Raaijmakers Livornostraat 35 Eindhoven.
The research is at present:	In progress.
The research has not been carried out according the original plan. The reasons were:	A change in the educational task delayed the practical application of the flow diagram in teaching.
Bibliographic references:	Een nieuw stroomdiagram van de kringloop voor het onderwijs in het economisch systeem van nationale rekeningen. (A new flow diagram of the circular flow for teaching the economic system of national accounts; in concept available).
Background and aim(s) of the research:	To readjust the common flow diagram of economic circular flow to the needs of teaching.
Methods:	The project is a development project; each year the improved version is used in the teaching of national accounts.
Main findings of the research and their implications for education:	The new flow diagram can be used throughout the teaching of national accounts upto 7 sectors and 5 accounts.
Number of workers engaged in the research:	1 researcher
Starting date of the research: Date of completion:	September 1969. August 1973.
Total costs of the research (incl. personnel):	Dfl. 28.000,--.
Source of finance of the research:	Netherlands Foundation for Educational Research.

Pedagogisch Centrum der Gemeente Enschede
(Pedagogical Centre Municipality of Enschede)

Hengelosestraat 71-73,
Enschede.

Title of the research:	Rapportering over verrichte begeleidingsonderzoeken en verrichte begeleidingsactiviteiten in het kleuter- en basisonderwijs. (Reporting on conducted counseling research and counseling activities in kindergartens and elementary education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	C. van Calcar, Foundation Research Institute of Applied Psychology, University of Amsterdam, Prinsengracht 299-307, Amsterdam.
The research is at present:	In progress.
Bibliographic references:	Toetsen; Beeld-dictee. Begrijpend lezen I, II; Begrippentoets II, III; KALOM I, II. (Tests; Visual-dictation; Comprehensive reading I, II; Concept test II, III; KALOM I, II).
The findings of the research will be published:	In the form of tests and annuals.
Background and aim(s) of the research:	Development of counseling posiblilities in particular in reading and language instruction.
Sub-divisions of the research:	a. Study year research; b. Environment research.
Methods:	Test constructions; questionnaires; discussion; statistical processing; literature study.
Size of the research:	District of Enschede.
Main findings of the research and their implications for education:	Nationally applicable tests and manuals as well as exercise material.
Starting date of the research: Date of completion:	1967. 1972.
Total costs of the research:	1969 Dfl. 45.000,-- 1970 Dfl. 111.800,-- (Netherlands Foundation 1971 Dfl. 132.200,-- for Educational Research)
Source of finance of the research:	a. Pedagogical Centre Municipality of Enschede; b. Netherlands Foundation for Educational Research.

Koningin Julianaschool voor HAVO-MAVO te Nijverdal, onder begeleiding van het Christelijk Pedagogisch Studiecentrum (afd. VWO-AVO) te Hoevelaken en het Didactisch Instituut van de Vrije Universiteit te Amsterdam.
(Koningin Julianaschool at Nijverdal, under supervision of the Christian Pedagogical Study Centre at Hoevelaken and the Didactical Institute of the Free University of Amsterdam).

Title of the research:	De globaal-bilinguale en visualiserende procedure voor de betekenisoverdracht in het aanvangsonderwijs Frans. Een vergelijkend methodologisch onderzoek. (The global bi-lingual and visualising procedure of transfer of content in initial instruction in the French language).

Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	F. Meijer Loosdrechtseweg 85 Hilversum.
The research is at present:	In progress.
The findings of the research will be published:	In the form of a report.
Background and aim(s) of the research:	Determination of semantic procedures, which are possibly most effective if applied during one year in two higher or intermediate general continued education transitional classes in respect to intermediate learning objectives (subject matter command) and the interim goals (application in slightly modified situations).
Methods:	– Reproductive oral and written tests; – productive oral and written tests in the field of the 4 aspects of use; – registration of time needed for reactions and tests; – linguistic-psychological tests; – factor analysis.
Size of the research:	2 experimental classes, each of 30 pupils taught by the same teacher.
Number of workers engaged in the research:	2 researchers.
Starting date of the research: Date of completion:	August 1968. August 1973.
Source of finance of the research:	Christian Pedagogical Study Centre, Hoevelaken.

Commissie Modernisering Leerplan Biologie, Werkgroep Toetsing
(Committee Modernising Curriculum Biology, Working Group on Testing)

Huis te Landelaan 384
Rijswijk (Z.H.) 2103.

Title of the research:	Experiment invoering centraal opgestelde opgaven voor eindexamens biologie op m.a.v.o., h.a.v.o. en v.w.o. (Experiment introduction centrally designed examinations biology in intermediate and higher general education and pre-university education).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	F.J. van Oostrum, chairman Working group on testing; J.P.D.W. Payens, secretary Working group on testing. Committee Modernising Curriculum Biology, Huis te Landelaan 384 Rijswijk (Z.H.) 2103
The research is at present:	Completed (1st phase).
Bibliographic references:	Mededelingen in Bulletin voor docenten in de Biologie. No. 10 t/m 23. (Information in Bulletin voor Docenten in de Biologie Nr. 10-23) Syllabus vierde en Syllabus vijfde Proeftoets; Eerste Proeftoets, Tweede Proeftoets in 3 versies, Derde

	Proeftoets in 6 versies, Vierde Proeftoets in 3 versies, Vijfde Proeftoets in 3 versies. (Syllabus Fourth and Syllabus Fifth Pilot Test; First Pilot Test, Second Pilot Test in 3 versions, Third Pilot Test in 6 versions, Fourth Pilot Test in 6 versions, Fourth Pilot Test in 3 versions, Fifth Pilot Test in 3 versions).
The findings of the research will be published:	In the Biology Teachers Bulletin and in the form of evaluation reports.
Background and aim(s) of the research:	Research into: a. possibility of constructing objective tests; b. proces of innovation strategy; c. possibility of influencing educational change with the aid of tests.
Sub-divisions of the research:	Regard the various school types (intermediate and higher general continued education and pre-university education).
Methods:	a. Information on suject matter and method; b. introductory meetings with teachers of participating schools; c. analysis of tests in terms of the various test values; d. processing of completed questionnaires and written comments by teachers and students.
Size of the research:	1st pilot test : 667 students; 2nd pilot test : 1887 students; 3rd pilot test : 3618 students; 4th pilot test : 16099 students; 5th pilot test : 16351 students; Total number of tests processed: app. 40.000; Distribution all over the country; Number of meetings with the working group: 22; 12 with teachers.
Main findings of the research and their implications for education:	All biology subject matter can be tested. The number of participating teachers went up with leaps. A clear awakening of consciousness regarding the objectives of biology education is noted. There are indications that instruction for this reason has changed.
Number of workers engaged in the research:	2 researchers; 4 assistants.
Starting date of the research: Date of completion:	February 1971 June 1973
Total costs of the research (incl. personnel):	Dfl. 200.000,--
Source of finance of the research:	Ministry of Education and Sciences.

Vereniging Ons Middelbaar Onderwijs
(Association Our Secondary Education)

Postbus 574
Tilburg

Title of the research:	Lessen van het System of Personal Development. (Lessons from the System of Personal Development).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	A.M. Cartigny Cederstraat 143 Tilburg.
The research is at present:	Completed.
Bibliographic references:	Research report by the Association Our Secondary Education, Tilburg.
Background and aim(s) of the research:	The effect of lessons from the System of Personal Development in the transitional class pre-university education/higher general continued education.
Size of the research:	80 respondents; 4 questionnaires; 1 lesson test; 1 school pre-university/higher general continued education.
Main findings of the research and their implications for education:	Effects were noted on the behaviour of students. Possible usefulness of lessons from the System of Personel Development in the transitional class pre-university/higher general continued education was proven.
Number of workers engaged in the research:	2 researchers.
Starting date of the research: Date of completion:	October 1970. May 1971.
Total costs of the research (incl. personnel):	Dfl. 3.500,--
Source of finance of the research:	Private means.

Vereniging Ons Middelbaar Onderwijs
(Association Our Secondary Education)

Postbus 574
Tilburg

van der Putt Lyceum

Eindhoven.

Title of the research:	Groepsonderwijs. (Instruction and learning in groups).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	A.M. Cartigny, Cederstraat 143 Tilburg.
The research is at present:	In progress.
Bibliographic references:	Report on the experiment instruction and learning in groups.

The findings of the research will be published:	In a report.
Background and aim(s) of the research:	Class-teaching proves to be inadequate in many respects. Aim: research into the possibilities of instruction and learning in groups in a school for pre-university/higher general continued education.
Methods:	– Testing learning results; – comparative research in educational situations characterised by class teaching and group teaching (effects on behavioural features and attitudes) – systematic inventarisation of experiences.
Size of the research:	150 respondents (students); 50 respondents (teachers); 5 questionnaires (attitude scales); 2 opinion lists; number of tests regarding subject matter that changes per experimental year.
Number of workers engaged in the research:	7 researchers; 1 councillor; 2 external advisors.
Starting date of the research: Date of completion:	August 1971. August 1976.
Total costs of the research (incl. personnel):	Dfl. 80.000,– per year.
Source of finance of the research:	Ministry of Education and Sciences; Private means.

Vereniging Ons Middelbaar Onderwijs
(Association Our Secondary Education)

Postbus 574
Tilburg.

Title of the research:	Het studeergedrag bij brugklasleerlingen. (Study behaviour in transitional class pupils).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	H. Gielen Rythovius college. Eersel; J.A.E. Smits; J. Kruk Association Our Secondary Education Postbus 574 Tilburg.
The research is at present:	In progress.
The findings of the research will be published:	In yearly reports.
Background and aim(s) of the research:	Investigation in study behaviour and counseling a. investigation of "good" study habits (taxonomy); b. empirical testing which study habits are relevant with regard to school performance; c. research into knowledge, behaviour and skills (in relation to study behaviour) of transitional class

students; knowledge study behaviour of teachers;
d. development of a training model for pupils (study behaviour); development of a training model for teachers (study behaviour);
e. development of measuring instruments (knowledge, behaviour, skills);
f. effect measurement: increase of knowledge, behaviour, skills, as a result of a detailed programme of study and subject lessons.

Methods:

- design: experimental group;
  control group: a. pre and posttests;
  b. posttest random division students, only;
- measuring instruments: tests, questionnaires;
- action research: development and evaluation (in co-operation with teachers) of a training model for students and teachers.

Size of the research:

Experimental group: 60 students;
control group: 2 times 60 students;
teachers: 12;
pre-university education - higher general continued education, transitional class;
generalisability of output within the school and to 27 multi-curriculum schools in North Brabant with app. 2000 teachers and 30.000 students.

Main findings of the research and their implications for education:

a. Development of a taxonomy study habits; (student behaviour);
b. operationalising study behaviour in measuring instruments;
c. training model;
d. compilation of lessons;
e. inventarisation of knowledge, skills, study behaviour in transitional classes; knowledge study behaviour in teachers.

Number of workers engaged in the research:

1 researcher;
2 councillors;
1 assistant.

Starting date of the research: August 1972.
Date of completion: August 1976.

Total costs of the research (incl. personnel): Dfl. 75.000,--

Source of finance of the research:

Executive Committee Association Our Secondary Education, sustained by facilities from the Ministry of Education and Sciences.

Vereniging Ons Middelbaar Onderwijs
(Association Our Secondary Education)

Postbus 574
Tilburg.

Title of the research:

Motivatie van leerlingen en het onderwijsmodel "vakniveau differentiatie".

	(Student motivation and the educational model "Subject level differentiation").
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.P.C. Jansen, Mgr. Zwijsencollege Veghel. J.A.E. Smits Association Our Secondary Education Postbus 574 Tilburg.
The research is at present:	In progress.
The findings of the research will be published:	In a report.
Background and aim(s) of the research:	– Raising of student motivation by ability grouping and improvement of class climate; – inventarisation of advantages and disadvantages of ability grouping as experienced by teachers and students.
Methods:	a. Design: experimental group; exclusive posttest; random division of students; b. measuring instruments: tests, questionnaires; c. action research.
Size of the research:	Experimental group: 60 students; control group: 60 students; teachers: 15; 2nd form higher general continued education - atheneum; generalisability of experiences to other forms within the school and 27 multi-curriculum schools in North Brabant.
Main findings of the research and their implications for education:	Inventarisation of student experiences following regrouping.
Number of workers engaged in the research:	1 researcher 1 councillor 1 assistant.
Starting date of the research: Date of completion:	August 1972 1973 (1st phase: a decision regarding continuation of the project depends on research results).
Total costs of the research (incl. personnel):	Dfl. 10.000,--.
Source of finance of the research:	a. Mgr. Zwijsencollege; b. Private means.

Vereniging ons Middelbaar Onderwijs
(Association our Secondary Education)

Postbus 574
Tilburg.

Title of the research:	Curriculum-verbetering (Curriculum improvement).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J. Kruk Association Our Secondary Education Postbus 574 Tilburg; C.L.H. Schoenmakers, Norbertus Lyceum Roosendaal.
The resaerch is at present:	In progress.
The findings of the research will be published:	In yearly reports.
Background and aim(s) of the research:	Curriculum improvement by means of objectives analysis and testing of an innovation model.
Methods:	– Action research; – evaluation of a course; – analysis of objectives; production and analysis of objective tests; – analysis of objectives of existing methods; – translation in terms of student behaviour; – didactical sequence.
Size of the research:	– 2 small groups, each of 3 teachers Geography and Dutch language; – pilot-project: introduction in pilot schools after 1 year (27 multi-curriculum schools in North Brabant with 2000 teachers and 30.000 students).
Main findings of the research and their implication for education:	a. Innovation strategy: the small group within the school works as a catalist for innovation in the schools (this is not yet scientifically evaluated, however, it appears to have such an effect); b. curriculum improvement: education improved notably (student results serve as 'hard' data).
Number of workers engaged in the research:	1 researcher 2 councillors
Starting date of the research: Date of completion:	August 1972 August 1976
Total costs of the research (incl. personnel):	Dfl. 75.000 per year.
Source of finance of the research:	Private means.

Vereniging Ons Middelbaar Onderwijs
(Association Our Secondary Education)

Postbus 574
Tilburg.

Title of the research:	Brugklasproject. (Transitional class project).

Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.A.E. Smits, Association Our Secondary Education Postbus 574 Tilburg.
The research is at present:	In progress.
Bibliographic references:	Smits, J.A.E.: Research brugklasproject 1969-1970. (Research transitional class 1969-1970). OMO-cahier IV, 1970. Smits, J.A.E.: Begeleiding van leerlingen in het kader van het BUR. (Guidance of pupils in the context of BUR). OMO-cahier V, 1971. Smits, J.A.E.: De begeleiding van de individuele leerling als strategie tot struktuurverandering. (Guidance of the individual pupil as a strategy for structural changes). De Psycholoog, Vol. 6, No. 8, 1972: pp. 317-320. Cuppens, I. en J.A.E. Smits: A number of publications in the periodical Omologie. Dijk, W.F.C. van: Enkele konklusies uit het Brugklas-begeleidingsprogramma 1969-1970 St. Erensbeek. (Some conclusions from the transitional class guidance programme 1969-1970 St. Erensbeek). 1970. Dijk, W.F.C. van: Het testprogramma in het brugjaar St. Erensbeek februari-maart 1971. (The testing programme in the transitional class St. Erensbeek February-March 1971). Dijk, W.F.C. van: Eindverslag Brugklasonderzoek 1970-1971 St. Anthonis. (Final report transitional class project 1970-1971 St. Anthonis). 1971. Jaarverslag OMO. (Year report OMO: yearly description of experiences, results and developments).
Background and aim(s) of the research:	Socio-affective counseling of pupils (preventive/curative); questionnaire among pupils in view of institutional decisions to be taken.
Sub-divisions of the research:	a. Comparative research among participating schools; b. development of a "discussion laboratory" for teachers (counseling of pupils).
Methods:	– Evaluation and attitude questionnaires; – "discussion laboratory": micro teaching model; – comparative research: simple statistical techniques.
Size of the research:	8000 transitional-class pupils (national sample); schooltypes: pre university higher general continued - pre university education intermediate general continued - higher general continued - pre university education - intermediate general continued - higher general continued education - intermediate general continued education elementary vocational training.
Main findings of the research and their implications for education:	– Model "strategy educational innovation"; – training course for group counseling of pupils with certain problems; – testbattery (standardisation), instruction manuals, reporting forms, etc.; – model "discussion laboratory counseling interview" and programmed instruction.
Number of workers engaged in the research:	1 researcher advisory group.

Starting date of the research: Date of completion:	Start of main project: 1967; start of sub-projects: 1971. July 1974.
Total costs of the research (incl. personnel):	Dfl. 20.000,--.
Source of finance of the research:	Participants in the project.

Vereniging ons Middelbaar Onderwijs
(Association our Secondary Education)

Postbus 574
Tilburg.

Title of the research:	Ontwikkeling en validering van instrumentaria voor de brugklas. (Development and validation of instruments for the transitional class).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.A.E. Smits Association Our Secondary Education Postbus 574 Tilburg
The research is at present:	Partly completed.
The findings of the research will be published:	In a report.
Background and aim(s) of the research:	Development and validation of instruments for the transitional class.
Sub-divisions of the research:	a. Development of a School and Study-questionnaire; b. development of a promotion method of students by teachers (socio-affective features of behaviour).
Methods:	– Questionnaire with 2-4 alternative answers; – iterative cluster analysis; – inter-correlations (divergent and convergent validity); – Q-sort method (variant).
Size of the research:	8000 testees: students transitional class; national dissemination; schooltypes: pre-university education, higher general continued education - pre-university education, etc.
Main findings of the research and their implications for education:	The School and Study questionnaire is a reliable instrument (KR-20) with reasonable divergent and convergent validity. The questionaire can serve as a: – diagnostic instrument, i.e. supply information on well-being of students; – an opinion questionnaire for students on certain aspects of the educational climate in view of institutional decisions; – evaluation instrument regarding the effect of: counseling activities for individual students and certain educational experiments; – operationalisation of affective educational objectives, apart from the customary educational criteria (cognitive).

Number of workers engaged in the research:	2 researchers; 1 advisor; 1 assistant; 2 programmers.
Starting date of the research: Date of completion:	September 1971. June 1973.
Total costs of the research (incl. personnel):	Dfl. 50.000,--
Source of finance of the research:	Netherlands Foundation for Educational Research.

Commissie Modernisering Leerplan Russisch
(Committee Modernising Curriculum Russian)

Zuilenstraat 9
Utrecht

Title of the research:	Experiment met onderwijs Russisch in Nederland. (Experiment with a course in the Russian language in the Netherlands).
Name(s) of the principal researcher(s) to whom any enquiries may be addressed:	J.M. Meijer; J. Pama; A. Huijsmans, Institute for Slavic Languages, Zuilenstraat 9 Utrecht.
The research is at present:	In progress.
Bibliographic references:	Informative folders and a brochure. Experimentele leergang Russisch voor V.W.O./H.A.V.O. (Experimental course in the Russian language for pre-university and higher general continued education; restricted).
The findings of the research will be published:	Yearly evaluation reports and a teaching/learning package.
Background and aim(s) of the research:	Request from the Minister of Education and Sciences to advice – on curricula and examination programmes in Russian in continued education; – and on the desirability to experiment with curricula in a number of schools.
Sub-divisions of the research:	a. Development learning material; b. counseling teachers; c. testing and evaluation of the experimental curriculum pre-university/higher general continued education, the course designed, and student progress.
Methods:	Literature study; analysis of test results.
Size of the research:	It is the intention to increase the number of participating schools (presently three) to app. 10, geographically disseminated over the country, differentiated according to type of education, and public or denominational education.

Main findings of the research and their implications for education:	Experiences during the 1st experimental year allow for moderate optimism. Implications: the Russian language acquires in the Netherlands, as well as in other countries, its place in modern language instruction.
Number of workers engaged in the research:	5 researchers 4 student-assistants.
Starting date of the research: Date of completion:	March 1971 In consultation with the Ministry of Education and Sciences.
Total costs of the research (incl. personnel):	Dfl. 160.000,– (in 1972).
Source of finance of the research:	Ministry of Education and Sciences.

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